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CONTENTS.

EDITORIAL.

Labor Unions—How Men may be Uplifted—Recommendations of the Department of Superintendence—Voting for a State Flower—Manual Training Schools—The Results Depend upon the Teacher—Compulsory Education

187

Common Ground

188

Editorial Correspondence

189

EDITORIAL NOTES.

CONTRIBUTED ARTICLES.

Exercise. By Prof. Geo. G. Groff, President of the State Board of Health, Pa.

189

Methods in History.—I. By C. W. G. Hyde, St. Cloud, Minn.

190

What Incentive? By Supt. J. A. Williams, Galena, Ill.

191

Who is a Professional Teacher?

192

THE SCHOOL-ROOM.

The Folly of Teaching Children What they Already Know

193

A Talk about Sleep. By M. A. Carroll

194

Teaching Politeness

195

Breathing

196

A Teacher's Privilege. By John Howard

197

Reproduction Stories

198

Lesson in Short-hand

199

IMPORTANT EVENTS.

Of Special Interest to Pupils

199

CORRESPONDENCE.

THE EDUCATIONAL FIELD.

New York City

199

BOOK DEPARTMENT.

New Books

199

Announcements

199

Magazines

199

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IT is a time of societies and self-protecting organizations. Unions of all kinds are formed, for the purpose of helping the workingmen. This is good, but these societies should not forget that unless they are educative they will die. It is a decree of nature that anything that does not advance goes backward. Everything is in motion, either forward or backward. Unions should remember also, that they must discriminate between what is called education and what is real education. For example, if typographical unions do nothing but protect the wages and hours of the members, they will fail of doing much good, simply because the members are not becoming better workmen, better scholars, better men of business. Knowledge is power, everywhere, with everybody; not knowledge of isolated facts, but of relations, circumstances, and cause and effect. Self-protection is the first law of nature, and a cultivated mind is the best safe-guard a person can have. True education is the best power a working-man can have. So all unions, societies, and corporations can do nothing better for themselves than educate their members. In each one there should be classes for study. These should meet weekly for instruction, under the care of competent teachers, and frequently alone for mutual criticism and conference for self-help.

THE question of taxation is an important one, and as difficult as it is important, but President Andrews, of Brown university, made a sensible suggestion in reference to it the other day when he said that the difficulty was with the "men cursed by the damnable economic vice of laziness and unthrift." We cannot lift men morally until we lift them socially, and to lift them socially, new life must be put into them. There is no uplifting power in political economy, or laws regulating social arrangement. The regenerating force must begin early in life, and continue for several years before much good can be done. In the school is our hope.

But what kind of a school? Superintendent Sabin, of Iowa, answered the question last week in Philadelphia when he said, "If we would throttle crime in its dens, we must make our moral training more effective—in the kindergarten, in the primary grades, in the district school—wherever we can reach the mind of the child in its formative state." But in the next sentence he said what facts will hardly warrant any one in saying, that "if we expect to give the child the power to earn an honest living, we must put him in possession of the multiplication table; if we would enable him as a citizen to vote intelligently we must teach the boy the principles of republican government. If we are to reform politics, we must make the primer and the spelling book the power behind the political throne." Certainly no one will claim that there is any force in the multiplication table to give the power of earning an honest living; neither is there anything in the primer and spelling-book able to reform politics. What we need is something back of these, and this something is just what Supt. Sabin mentioned in his first sentence quoted, "moral training."

of the 365 days in the year. THE JOURNAL votes for the rose.

THE Public School Journal says that it "has always favored manual training schools as special schools." This is just what THE SCHOOL JOURNAL has not favored as a part of our public system of instruction. The advocates of manual training do not place its benefits upon the direct advantage it gives to hand workers, but to the development of brain power. The Public School Journal says that "the absurd claims made for manual training as a new and improved system of general education are no longer allowed, and the idea will soon drop into its proper place everywhere—of a special school for special class of pupils!" How can the author of this paragraph reconcile his statement with the fact that fifty cities of the United States have established free kindergartens? St. Louis takes the lead with thirty-nine; Philadelphia with thirty-eight, San Francisco twenty-eight, and Boston and Milwaukee each with twenty-two. This does not look like special schooling. Trade schools are not manual training schools. THE SCHOOL JOURNAL has been trying to make this plain for several years. Nothing should be admitted as a part of our public system of education that is not a part of a general system of culture. It is a little singular to read that "the absurd claims made for manual training as a new and improved system of general education are no longer allowed." On the contrary the establishment of public trade schools is everywhere discredited, and the plan of engraving manual training exercises, for mind cultivating purposes is everywhere becoming more and more popular. The thought is more and more recognized that we must educate the whole mind through the senses; that whatever gives skill to the hand gives skill to the mind; that there is no such thing as hand training apart from mind training. But when skill in a certain direction is secured its exercise should be stopped in order to avoid automatic action. The subject is a large one that has been discussed often in these pages.

THE department of superintendence of the National Association endorsed compulsory education, urged the establishment of normal schools, colleges for the preparation of teachers, chairs of pedagogy in universities, courses of lectures on the science of teaching, educational periodicals, and other means for the preparation of teachers for their work, commended the principles of civil service reform, as applied to the teachers of the public schools, and declared that justice and the public good required the retirement and pensioning of teachers after a service of thirty years. These are in the main good, yet chairs of pedagogy in colleges and universities have very little value. The department should have followed the advice of Superintendent Cooper, of Texas, and recommended separate schools of pedagogy on the same basis, and having the same powers as law, medical, and theological departments. Nothing less than this will ever make teaching a profession. Reform must here begin above and work its way downward.

BEFORE July 1, the children of this state will vote for a State flower. Last year there was a plurality for the golden-rod, which received 81,308 votes against 79,666 for many varieties of the rose; so now the golden-rod is a fairly elected champion for supremacy over all the rest of the world of flowers. But how many of our city children ever saw the golden-rod growing? Roses are common, being offered at all times of the year in all our cities, but it is seldom that the golden-rod is seen on our streets. Roses are grown in many humble homes, and are, in every respect the most beautiful of all flowers. Their fragrance should entitle them to pre-eminence, and their variety to great consideration, for there are so many kinds that it would be possible to have a new kind on the dinner table each

PRESIDENT THWING, of Adelbert college, recently asked whether a higher education tends to lessen Christian enthusiasm? This depends upon the men who manage the colleges. There is nothing in the facts of Latin, Greek, algebra, chemistry, or history, either to lessen or increase enthusiasm of any kind. A fact is as hard as a rock, and about as unsympathetic, but if into these dry facts, there is put heart, life, and magnetism, the result will be enthusiasm. The late Dr. Winchell used to cause his pupils to be carried away with enthusiasm over geology and its allied sciences. The same was true of Professor Agassiz, but the facts these men taught were in no way different from the facts other teachers have taught, although the results were different. The fact is the educational results of teaching depend upon what the teacher is, far more than what he knows. A dry-as-dust teacher will perpetuate his race; and a wide-awake teacher will perpetuate his. The best work of school-room comes from the heart far more than from the head.

WE can never make our public schools so attractive that a compulsory education law will not be needed. The low down or greedy father doesn't think of attractive school surroundings when a dollar is at stake. He is after the cash and is utterly indifferent concerning the manhood of his boys and girls. We have a class of foreigners who put their children at work almost as soon as they can count, and refuse to send them to the schools in the city where they live. The compulsory education law must take hold of such men and make them do their duty.

COMMON GROUND.

This is remarkably difficult to find, but unless it is found little good can be done. It stands to reason that when every man's hand is against every other man's hand there can be no advance. Here is a school district famous for its feuds, and the reason is, everybody there is determined to have his own way. One good old lady said, "Rather than give up *I'll die!*" She hasn't died, and she hasn't given up, and there's trouble in that district to-day. She doesn't like Deacon Jones, and Deacon Jones doesn't like her, and everybody sides either with the deacon or the old lady. The causes of their difference have been fireside talk for ten years, and it will be a great blessing to that community when both these old people die. There is no common ground between them.

What is true in this obscure district is also true in nations. No attempt has been made in Germany to find a common ground for Catholics and Protestants, but all schools are managed by Protestants since they have the largest numbers, and therefore have control. This was the case in New England for many years; the Catholics having no more to say about the management of schools than the man in the moon. Now, in some places, the scales are turned; a Catholic majority holds the situation, and so the Protestant Bible is thrown out—the church takes its place. The common ground has not been found among the sons of the Pilgrims; neither has it been found for the study of the Bible. In Prussia there seems to be a prophecy of unity in permitting the clergy to have an absolute veto in the selection of books, and a right to visit the school while it is in session, and after close of school hours to correct the teacher of any errors that they have observed. This looks at first in the direction of church ground, rather than common ground, but it may lead to the co-operation of the established church and the state.

There is no common ground upon which both political parties can stand in the presence of the school, so that now about all the teacher can accomplish is to speak in a general way concerning general government, using great care not to tread upon the toes of Democrats or Republicans. Even in matters pedagogical, there is small common space. Formerly this ground was very common, for there were no educational sects, but with the advance of knowledge, divisions came, and now the place of mutual agreement is narrow. During the past twenty-five years object teaching, the word and sentence methods, natural geography, inductive physics, and manual training have divided the ranks of teachers into almost irreconcilable sects and parties. This is a natural result of advancing thought, but it has narrowed the old common ground to a limited area.

But is it well to ask for common ground? Would it not be detriment to progress if we had one? Are not these differences good? When all believed alike and it was heresy to differ from the standard of thought, the times were remarkably quiet. Everybody knew exactly what to expect. Now the times are by no means quiet; we do not know what to expect. Changes are constantly in the air, and the dire spirit of unrest is abroad.

But out of this tribulation will come great good. The educational waters are not in danger of becoming stagnant. Teachers must keep a sharp outlook for breakers, for navigation on the ocean of the new education is by no means safe; its survey has not been completed with enough accuracy to be of the greatest avail to the working teacher. Yet common ground is slowly appearing, and we begin to read its landmarks:

Never do for a child what he can do for himself. The number of facts a pupil learns is not the measure of his success.

Education is a process of quickening self-activities. These are a few of the lights already visible, and more will appear as we near the solid ground, and get ready to cast anchor in some good harbor. But it is safe to say that we have good common ground of investigation and helpfulness. Here we can meet our strongest antagonists in a common purpose of

honest investigation. "Let us study together," is the motto of true teachers all over the world. Here prejudice cannot come. Honest co-operation is a necessity. Bickerings and misrepresentations are banished, and truth is made the goal. In this spirit THE JOURNAL sends out its pages each week. We are seeking common ground, and we expect to find it before many years. Yet when we stand upon it, we do not expect perfect unanimity, for then the motto will be the famous sentence of Lincoln, "In essentials unity, in non-essentials liberty, in all things charity." In other words, differences between limits, or agreements to differ, yet all working for the common good of all.

SUPT. OSCAR H. COOPER, of Texas, said at Philadelphia that universities are the natural leaders of educational progress, but many colleges conflict with public high schools. This means that the courses of study in many colleges are so low that they cover the same ground as the high schools. In a natural gradation the highest class of the grammar school should articulate with the lowest class of the high school, and the highest class in the high school should fit a student to enter the freshman class in a college. But the difficulty is that our colleges are private corporations, many of them following medieval traditions, both as to method and choice of studies. With a pertinacity worthy of a better cause, they stick to a maximum of Latin and Greek, and a minimum of everything else, and then complain, if progressive high schools do not prepare their students to meet their traditional requirements. It is very plain that unless our colleges recognize the demands of the times they will "get left." It is certain that in the future, the majority of college students will be fitted in the public high schools. Private, secondary schools will continue to grow less in number in the future, as they have during the last twenty-five years. It is evident, then, that colleges must suffer, unless they articulate with the lower schools.

THE other day the morning papers told the world that Democratic school officers had been elected in Orange, New Jersey. Is not a Republican as able to manage school affairs as a Democrat? Surely no one will claim that there is such a thing as a Democratic arithmetic or a Republican grammar; then why can there be such a thing as a Republican course of study or method of supervision. Let us call things by their right names and not put party politics where it has no business to be. A political school officer is as much out of his place as a pig would be in a pulpit, or a clergyman in a saloon. There is an eternal fitness of things, but the most unfitting thing of all is a demagogue teacher, or a political superintendent.

THERE is a growing sentiment in favor of the use of but one language in public, private, and parochial schools. Supt. Thomas B. Stockwell, of Rhode Island, thinks that the law should demand that English should be the language used in all sorts and kind of instruction. This would not exclude the study of Latin, Greek, French, or German, but it would forbid the use of any language but English as the medium of teaching. This is an extreme position, not at all consonant with public sentiment. If a child is properly taught, two languages can be learned as easily and as correctly as one.

SAY what we may against those teachers who enter the teaching vocation for the money there is in it, yet they have more than a grain of truth on their side. Without money nothing can be done in this commercial age. The argument in favor of pensioning old or broken down teachers, because all their lives they have not been able to save a cent from the meager salaries they have got, is fallacious. It would be far better to raise teachers' salaries so high that they can save enough with prudent economy, to keep them in comfort when the rainy day comes. It is a sin to starve nearly to death and then pension in consequence of it.

THE JOURNAL agrees with the *Tribune*, of this city, in its opinion that it is an open question how university extension can be made to yield the greatest good to the greatest number. There are several problems in education not solved, and this is one of them.

It has been found out by the *Pittsburg Bulletin* that the prevailing impression that a proper use of the English language can be obtained by a study of the rules of grammar is wrong. This was found out by THE JOURNAL many years ago, but better a late conversion than none at all.

THE census shows that this country has more cities of a million people than all of Europe. This gives to education in cities tremendous importance.

GOVERNOR HILL vetoed the compulsory education bill last year, and it is rumored that he will veto the same sort of a bill this year. It would be well for him to draft a law that would suit his ideas, for thousands of New York children sadly need to go to school.

THERE were 1,118 works of fiction published last year in this country. This is a production of new novels at the rate of three for every day in the year! Educational and language books amounted to \$99, or a little more than one for each day in the year. It is not safe to conclude that all novels are bad, and that all educational and literary books are good, but it must be concluded that the people love stories better than more solid writing. It is also safe to conclude that if educators wish the people to read what they write, they must write in such a way that the people will like to read it. A volume of sermons, well written and well bound, sold at auction in this city last week for *three cents*; at the same sale a volume of Dickens' stories, poorly bound, sold for fifty cents. Why the difference? There is drawing power in interest. Nothing like it.

GRANT ALLEN thinks that it is "impossible to educate our educators." Grant Allen is wrong. Let him come to America and he will change his mind.

GRANT ALLEN also thinks that two grand errors are held by all teachers, one of which is that mental training is more important than knowledge, and the other that useless things train better than useful ones. How can mental training be got, except through the acquisition of knowledge? And how is it possible to think that useless things discipline the mind better than useful ones? Grant Allen is not clear in his statements.

KNOWLEDGE is a word sadly in need of a good definition.

SERMONS are rapidly losing their power as public educators, and interest in them among the people is diminishing.

THE sad fact comes to us from Paris that twice as many crimes are committed by young people between the ages of fifteen and twenty as by persons between twenty and forty. What is the matter with Paris? Is the fault in their school, home, church, or social training? Perhaps the cause will be found in all of these sources.

A WRITER in an English paper just at hand, says that "crammed instead of educated children in England must, in a few years, give us crammed instead of educated teachers." Why not in America as well?

WHAT THE JOURNAL said about political commissions of education in Orange, N. J., has been doubted, but here is the record as reported by the Associated Press agent to the *Tribune*:

The Third ward is the turning point in the scale in the election of school commissioners also. The board of education has been also strongly Democratic, the present board standing two Republicans to ten Democrats. With the new Fifth ward electing three Republicans, as it is safe to do—and a gain of one from the First ward, and one from the Second, the board will stand seven to seven—and the number from the Third ward will hold the balance of power. Taken altogether, the prospects of the Republican party are brighter than for many years."

Comment is unnecessary. Facts speak for themselves.

IT is well to remember that Elmira college, N. Y., is the first woman's college in the world, legally authorized to confer academic degrees, and that in 1859 its first class of seventeen graduated, each receiving the degree of A.B. The world has jogged along, so that to-day there are three first-class women's colleges in this state, and eight or ten in the United States.

EDITORIAL CORRESPONDENCE.—III.

The mortal remains of James Johonnot lie near the village of Tarpon Springs, Florida. The cemetery is in the pine forest on a gentle eminence, the grave is surrounded by a rustic fence, made with considerable care; within the enclosure stand a pine and an oak tree; several Spanish bayonets are planted in one corner.

Prof. Johonnot was a remarkable man; his life was an exhibition of devotion to the cause of education. He was one of David P. Page's enthusiastic disciples; and when he graduated from the Albany normal school, it was to devote himself soul and body to the improvement of the public schools. It was as an apostle of needed reform that he gave his efforts for more than thirty years.

Almost everybody who knew him designated him as an enthusiast; they believed him far too sanguine of the results that could be accomplished by schools taught by teachers who would teach what he deemed to be the proper subject, and according to what he felt was the proper method. As time has passed it is apparent that he had not over-estimated the effect of the improvements he had preached. After filling the post of principal of a normal school in Missouri, he returned to New York state, and engaged in conducting teachers' institutes; this work produced impressions on the educational methods that will not be effaced for many years. He had written a book entitled "The Principles and Practice of Education," and on this admirable book his discourses before the teachers were built up. Never before had there been such consistency, such logical power, such an exhibition of scientific knowledge of a subject generally supposed to have no firm and exact foundation. With him were associated the brilliant Lantry, the philosophic Kennedy, and the enthusiastic DeGraff; none but the last-named remains of that remarkable corps of instructors.

Prof. Johonnot saw that manual training was the needed complement to the course of study pursued in the schools. A conversation is recalled, in which we replied to the question, "Why is it that the public take so little interest in the schools?" We declared that the schools had no relation to the homes to which the children returned, and that the solution of the difficulty would be found in manual training. This was fifteen years ago, long before the movement for manual training had begun; now any one can see it is a necessary part of our school system. Then such an utterance was scoffed at.

But this was but one of the broad ideas that Prof. Johonnot entertained. He saw the importance of the kindergarten; it was based on the discourses of Pestalozzi, that had set all New England ablaze in 1835 to '40. In fact, he was an ardent and enthusiastic exponent of the Pestalozzi school. What a cluster of bright names come up as the effect of the expounding of the views of the great Swiss teacher by Daniel P. Page, in New York state! Mr. Page was fortunate in gathering around him a class of young men and women who could be impressed with the idea of a great reform in educational methods, and none was more ardent than James Johonnot. In less than five years Mr. Page was borne to the tomb, but he had left a hundred disciples who had, as it were, sworn to elevate the public schools at any cost. Those disciples have nearly all become silent, but they accomplished the task they undertook.

I stood at the lonely grave of this enthusiastic educator and plucked an evergreen that grew beside it. The Gulf of Mexico was shimmering at the West, lighted by the descending sun. He has done a worthy work in a worthy cause; he sleeps well. Let the teachers of New York plan to possess a building where a medallion or bust of the well-remembered features of James Johonnot may be placed along with those of others who have devoted themselves to the service of schools.

Tarpon Springs, March 9.

A. M. K.

WHAT is the teacher doing for himself? As soon as he settles down in his place, and lays out lessons for his pupils he should lay out a course for himself. The writer was much impressed forty years ago when the new teacher in the district sent by him the volumes he (the teacher) was expecting to read while boarding a week at the house. He remembers the name of the volumes; they impressed his memory, he too was a student. Instead of sitting down by the stove talking over little things of no consequence for an entire evening, we spent an hour or two in valuable reading. At any rate the influence on the family circle that saw his earnestness was a most inspiring one. Here was a doctor who took his own medicine,

EXERCISE.

By Prof. GEO. G. GROFF, President State Board of Health, Pa.

It is a law to all the higher forms of the animal creation that, for growth and development, and the continuance of a high order of life, there must be physical exercise. This law is due to the fact that physical exercise promotes a good circulation, and it is through a good circulation that every portion of the body is nourished, and at the same time, the return currents carry to the excretory organs, the products of waste. We may say that the degree of physical vigor varies in the activity of the circulation. That exercise of the body promotes circulation is clearly seen in the increased activity of the heart, the flushed condition of the surface of the body, and the warmth which appears in the extremities. "Exercise quickens the circulation, deepens and quickens the breathing, promotes perspiration, stimulates digestion, and thus helps the body to take food and to get rid of that which is not required.

The Best Times to Exercise.—In matters of personal hygiene, each one must be a law unto himself. "What is one man's medicine is another's poison" is strictly true in every department of hygiene. And yet, certain general statements may safely be given. One may take exercise whenever not exhausted mentally or physically. Before, or shortly after breakfast is a time which is agreeable to many persons, especially in the spring and summer months. One's feelings are a fairly safe guide in the selection of the best time for taking exercise. To those who lead sedentary lives, as of teachers and pupils, exercise and fresh air are needed whenever the body becomes restless and the mind listless. With young children this is the time to introduce calisthenic movements, the room having been thrown open. Moderate or gentle exercise may be taken after each meal, and in most persons it will have a beneficial effect, but it should never be violent at these times.

The Best Places in which to Exercise.—Outdoor exercise is always preferable to indoor exercise. The air is fresher, purer, more invigorating. There is freedom from dust, so injurious to many persons. There is a constant change of scenery, instead of four dull walls bounding you about. Hence, whenever possible, take exercise in the open air, but if it must be indoors, let it be in a room with pure, wholesome air, free from dust as possible and windows wide open.

Amount of Exercise Necessary.—This varies with the age, the health, the occupation, and the idiosyncrasies of the individual. The young need much more exercise than the aged. It is not possible for many restless boys to keep still. Nature urges them on to physical exercise, but as they grow older, they need less and less, until in the aged, comparative inactivity is the natural condition rather than activity. From fifteen to thirty or forty years of age, people who lead sedentary indoor lives, will be greatly benefited, by several hours of moderate exercise daily in the open air. After forty, it will be well to let the feelings govern, to a great extent, the amount of exercise taken. Under forty years of age, in health, the daily exercise should be sufficient to send the blood freely into the utmost extremities of the body, and to bring a glow of warmth to the whole surface. It is not necessary to cause the perspiration to flow daily, but only a little short of this seems to be necessary to get the best results.

The amount of exercise should vary with the health. Those strong and robust may freely do what those in a weaker state of the body must leave undone, yet it is well to bear in mind always that the severer exercises of the professional athlete are not necessary to the highest physical development. It is regular, moderate exercise which produces the best results.

Those whose occupations give them considerable physical exercise, need fresh air and such exercises only as will tend to develop symmetrically every portion of the body. Certain people seem created so as to be different from the average human being, and this is true in regard to the amount of exercise, as in other matters.

The Best Kinds of Exercise.—Walking is called the "universal exercise." It takes one into the open air, calls many portions of the body into activity, constantly presents to the eye new objects, and is altogether a very desirable form of exercise. Properly performed, one should walk briskly so as to bring the body to a warm glow. It is well to have a companion that there may be cheerful conversation. In the country, attention should be turned to objects of nature seen in the rambles, for

"There breathes for those who understand
A voice from every flower and tree,
And in the work of Nature's hand

Lies Nature's best philosophy."

Mountain climbing is excellent exercise for vacation times.

Riding on horseback is excellent; and even riding in a carriage, if driving a spirited horse, is no mean exercise for those who can afford it. Riding the bicycle is also a good exercise. Rowing and swimming are excellent if practiced in moderation. Every boy and girl, too, should be taught to swim.

Of the various games engaged in by youth, lawn tennis and cricket are most to be commended, because they bring so many parts of the body into play. Croquet is good for children, while base ball is too violent a game to be recommended for health.

Gardening and fruit growing are forms of exercise to be commended to all who can live in the country. The care of plants brings into play many portions of the body, gives exercise in the open air, and, at the same time, furnishes a delightful recreation for the mind. There is health to be found for the weary professional man and woman near the soil.

Calisthenics and gymnastic movements are to be recommended to all for the complete development of the body. They should be given under a competent instructor after a careful physical examination.

Precautions.—Those who know that they suffer from heart or other internal disease, should exercise in moderation and under the advice of a competent physician, while all should avoid silly attempts to excel in violent and exhausting exercises, as thereby great and lasting injury may be done to the body.

Exercise Remedial.—There are many people suffering from chronic ailments, some real, others imaginary, all very distressing, who suffer thus because of lack of physical exercise. Some of these people, children of wealth and luxury, are life long invalids. Many of these would be placed in robust health, by a single summer spent in working a garden, by a daily walk of three or four miles in the winter, by cutting the fire-wood for the family, or by doing other necessary and useful work.

"In the sweat of thy brow shalt thou eat bread" and "with labor and toil shalt thou eat thereof all the days of thy life" was not spoken of the poor alone.

Cold hands and cold feet, so unpleasant, and so often the precursors of serious disease, may almost always be made to speedily disappear by a sufficient amount of brisk, physical exercise.

Rules to bear in Mind.—1. Exercise should be regular day by day.

2. It should not be violent or excessive.
3. It should be sufficient to warm the whole body.
4. It should be at the proper times.
5. If possible it should be out of doors.
6. It should be varied to be pleasurable.*
7. It should be adapted to the state of the health.
8. Every part of the body should be systematically exercised.
9. It should be gradually commenced and gradually ended.
10. Every exercise should be gracefully performed.

* He chooses best whose labor entertains
His vacant fancy most; the toil you note
Fatigues you soon, and scarce improves your limbs.

METHODS IN HISTORY.—I.

By C. W. G. HYDE, St. Cloud, Minn.

Before we begin the direct discussion of methods in history there are some questions to be considered in order to make that discussion intelligible.

I.—WHAT IS HISTORY?

Literally, it is knowledge obtained by inquiry; conventionally, it is a record of past events. The latter definition is the one on which most of the school text-books are based, and it is the right basis. A history for common and high schools should be a narrative of events as they occurred, including vivid descriptions of places and persons, with maps and other illustrations, following mainly the order of time. But the teacher of history should regard his subject as something more than a record of facts given in the order of their occurrence. He should see in history (and I desire to direct especial attention to this view of the subject) a development of the race; history should be for him "the unfolding of the divine idea in time, as nature is the unfolding of the divine idea in space"—"the progress of the race in the realization and the consciousness of freedom."

II.—THE END TO BE SOUGHT IN THE STUDY OF HISTORY.

It is the duty of every teacher and the right of every student of history to seek an answer to the question,

What is the end of study? To very many pupils—perhaps a majority of those pursuing the study—this question has never occurred; they “get” their lessons (if they are conscientious pupils) because they have formed the habit of doing the work assigned by the teacher. But if this is the case with a majority of history pupils, a large portion of the minority propound the question to their parents, their teachers, and themselves in a manner so emphatic and expressive that there is no room for doubt as to their own answer. “What’s the use of studying history, anyway?” The question is a pertinent one and indicates the good sense of the inquirer. What on earth is the use of a sum of knowledge of which the following are representative scraps: “The Puritans were earnest, sober-minded men, actuated in all things by deep religious principle, and never disloyal to their convictions of duty;” “Slavery was introduced into Virginia in 1619;” “The Dred Scott decision was rendered by Chief Justice Roger B. Taney in 1857;” “Commodore Perry’s despatch to Gen. Garrison after the battle of Lake Erie was in the following words,” etc., etc.? I pause for a reply. Some students pursue the study diligently, earnestly, and with more or less intelligence, proposing to themselves as an end the securing of a “standing” which shall be honorable and shall secure their promotion or graduation, or enable them to obtain a license to teach school. But a teacher who is thoroughly qualified to teach this subject will have a better end in view, and while he may not—and in some circumstances ought not to—present this view formally to his pupils, it will not only shape his general plan, but will determine its details.

The end of all true study is the discovery of law. Bacon said of natural law: “*Natura, non nisi parento, vincitur*,” a free interpretation of which is, *Freedom is achieved by obedience to law*. We defined history as *the progress of the race in freedom*; but freedom is possible only through *obedience to law*. The true end, then, of the study of history is *the discovery of the law which conditions the progress of the race in freedom*. What that law is, in the highest generalization, it is not within the scope of this article to state. Perhaps it can never be stated. “Canst thou by searching find out God?” But the student of average ability may, by an intelligent and skilful teacher, be led to the discovery of many subordinate laws a knowledge of which will have an important bearing on the conduct of his life. These laws are written in bold characters on the pages of history, and will be seen by the teacher who keeps his eyes open. (For an instructive discussion of this theme, see Lowell’s “Books and Libraries,” Riverside Literature Series, No. 39, Houghton, Mifflin & Co., Boston.)

WHAT INCENTIVE?

By J. A. WILLIAMS, City Supt. Galena, Ill.

Like a great many other things that we read about and write about, this seems like a hackneyed subject. However that may be there is no doubt in my mind but that it still demands discussion.

Religious teachers sometimes hold before their hearers a view of religion, which at best is based upon a comparatively low motive or incentive. As, for example, when they present the Christian religion as that which will save a man from hell hereafter, and that just as well if embraced late in life, as if embraced early in life.

Many accept it then, thinking to escape just punishment, and not because they long for the true and the beautiful in their lives here and hereafter. I say “many” advisedly. That this is a restricted, a narrow, view it is unnecessary to say. That a Christian life lived on that basis alone would not reach the fullness of grace and grandeur of the perfect Christian life, is equally unnecessary to say.

Now just so multitudes of our children are drumming and droning their time away in our schools, either with no motive or incentive at all or with one of little worth for good, but of much, however, for evil.

I think all our work in the schools must be predicated on the building of character, as the foundation. I might better say, perhaps, all is based on clearing the way for the growth of character of and by itself.

Our work is to make clear to the children, as well as we may, proper incentives for work on their part, and then simply assist and encourage them in pursuing the work.

We must free ourselves from all taint of the impression that seems to have such a hold on so many teachers, viz., that the child is of another order of being from that of the teacher, and that it is the work of the teacher to “educate” the child—to do everything for him; and

then turn him out as something *made* rather than as something that is *growing*.

We must bear in mind that we are only grown up boys and girls; that we can not half do anything, no matter how hard we may try, unless we can see some reason or wholesome incentive for doing it.

So the child cannot begin to make the progress under compulsion, pure and simple, that it would make if stirred by the enthusiasm that can be aroused in it by a teacher of tact and knowledge of child-nature.

If the teacher is so ignorant as to regard the child as simply clay in the potter’s hands, then indeed he is no teacher, but simply a task-master. We should see grander results if much of the time now devoted to “stuffing” the children were used in starting them to think and observe for themselves, and if they were enthused over subjects within their comprehension.

It is true that thousands of what are termed “good teachers” go through a whole year without a word to their pupils about what they are in school for, what they are working for, why the teacher wants this and that, what there is in the world for the pupils to do w years more, etc.

It is true they understand that they are to “make grades,” “get a diploma,” etc., but these incentives cannot bring out the best that is in them.

The reason for so many failures among “graduates” is simply this: All through their school career they were constantly impressed with the idea that the diploma would constitute some sort of an indefinable *sesame* to the world and that they could simply choose which path they would take to honor and power.

When the pupil gets his diploma, he finds it to be a very powerless bit of paper or parchment, and it does not do a thing to open a way for him. He too often becomes discouraged. He has some power to open a way for himself, but not half the power he would have had, had he pursued his course with a single purpose, to get power of mind and strength of character that should be his glory, and a blessing to his fellow-men in after years.

The mother who “talks seriously a great deal to her boys and girls about the aims, duties, beauties, powers, and responsibilities of life, almost invariably sees good fruit come of her labors of love. And it is no less true that the teacher can increase many fold his usefulness by being true, and frank, and fair, and honest, and serious with the boys and girls, and by talking to them about working, because it will make them strong and useful in years to come when they must take the work now being done by their fathers and mothers; by stirring them up to be each one, somebody in the world and to do something worth doing and for which the world will be better in every way; by getting them to feel that it is not as much what people think we are as it is what we really are, and what we really can do that makes us useful in the world: in short, by showing always that the school work is only a means to the grandest of ends, the teacher will help in the growth of a stature that shall reach even to the foot of the throne of God.

WHO IS A PROFESSIONAL TEACHER?

Not one who has only passed an examination in informational topics.

Not one who has commenced teaching with no knowledge of what is best in the best schools.

Not one who knows very little or nothing about educational history, psychology, the principles and practice of method, and the standard educational classics.

Not one who takes no educational paper of substantial value.

Not one who is keeping school as a stepping-stone to some other vocation.

But one who is studying constantly the principles and best practice of teaching—who diligently attends and takes part in associations and institutes—who studies standard authors on teaching—who reads and writes for some first-class educational paper, and is always on the alert to find out and apply the best—who visits schools not for the purpose of criticism, but improvement—who has undertaken the work of teaching for a life-time, and throws her whole soul into it. Such a one is, or will become, a professional teacher.

A profession means that there is a system under it, and a system means orderly common sense: so it comes that a professional teacher must have common sense to begin with. What this is every one knows, although no one has defined it. We often say of some, “He has good sense, if he hasn’t learning.” Nothing can be put in place of common sense. All the diplomas of the world can’t give it, and all the knocks and kicks of life

can’t take it away. A teacher who hasn’t this endowment should quit the school-room at once, but one who has it should remain, even though lacking in scholastic attainments.

Direct professional studies may be classified under the heads, “Books,” “Schools,” and “Meetings.” The books that ought to be read relate to educational history, psychology, including a personal study of child life; methodology, or common sense applied to principles; and educational classics. In addition, practical works on how to teach the fundamental branches should be studied, among the best of which is “Parker’s Talks on Teaching,” and “Swett’s Methods.” Then, technical books on drawing, map moulding, hygiene, physiology, and the laws of life and health are important. These should be studied with direct reference to application of the ways suggested in school work; in other words, use them in the light of the concrete, and not the abstract. Try everything by the test of availability, but think each suggestion over and make it your own before you bring it into the school-room. Principles are unchangeable, but their application admits of infinite variety.

THE SCHOOL ROOM.

MAR. 21.—SELF AND PEOPLE.
MAR. 28.—DOING AND ETHICS.
APR. 4.—LANGUAGE AND THINGS.
APR. 11.—EARTH AND NUMBERS.

THE FOLLY OF TEACHING CHILDREN WHAT THEY ALREADY KNOW.

A lady of wide educational experience told the other day this story of a small schoolboy whom she found in great distress over his lessons. When she asked what had been his particular trouble that day, he stated this arduous problem:

“If John has two red apples, and Charles has two, how many red apples have they both together?”

“Is that hard?” she said.

“Very hard,” he said, sadly.

“But, surely,” she replied, “you know already that two and two make four; there can be no trouble about that.”

“Of course not,” was the pathetic response. “Of course, I know *that* well enough, Mrs. —. But the process!—it’s the process that wears me out.”

No one who has had much to do with schools, especially with the public schools, can help seeing the tremendous force of this infantine sarcasm. Multitudes of things which come so naturally into a child’s mind, that they might almost be taken for granted, are virtually taken away from him, and offered him again in such a formal shape, and so environed with definitions and technicalities and “processes,” that he is almost made unconscious that he ever knew them. It is not confined to arithmetic. Many children write better English—certainly more idiomatic, and often more correct—before studying English grammar than afterward. They write as they speak, by ear, and the rules confuse more than they help.

At least thirty per cent. of the time in our public schools is devoted simply to teaching over again to children, in a more elaborate and artificial way, what they already know perfectly well in their own way—the time being given, in other words, to the “process,” not to the real thing.—THOMAS WENTWORTH HIGGINSON, in *Harper’s Bazaar*.

A TALK ABOUT SLEEP.

By M. A. CARROLL.

(The teacher should ask the children how they felt and what they did on waking in the morning, and find out what they have observed as to the sleep of domestic animals, birds, etc. Then ask if they have noticed the swelling buds of the trees and other signs of the opening spring.)

When we see the grass all green again, and the brown buds on the trees ready to burst into leaves and flowers, we sometimes say that nature is waking after her long winter sleep. This is not strictly true. Nature has work to do in winter as well as in summer, but she puts some of her children to sleep for a nap of several months every year. Even some animals go into snug corners in autumn, and never wake up until spring. Frogs, bats, insects, and a few birds do this. Boys and girls who do not like to go to bed early would be sorry to think of spending three or four months at a time in sleep.

Sleep is necessary for rest. When we lie down we rest the limbs and all the muscles, even if we do not sleep. People who lead very active lives, and children who run about a great deal feel the need of this very

much as night comes on, but if that were all the rest needed, I suppose we should simply lie still for some hours as wide awake as ever. We sometimes do spend a night in this way, but then how tired we feel next morning, and we generally say we are not "rested" at all. How is this? If we think a moment, we shall understand it. As long as we are awake our senses are active; we see and hear what is going on about us, even though we may be sitting perfectly still. All the time over those wonderful telegraph wires, the nerves of sense, messages are traveling to the brain, and the brain is sending out other messages that govern all our acts and motions.

Thus, when we hear some sound behind us, a message flies over the nerves of hearing to the brain; the brain sends out its order, and instantly we turn to see what made the noise. No wonder the message-bearers tire, as those of our eyes do after being used steadily. Then, too, it is not only the nerves that grow weary: the brain both receives and sends out the messages, and this is not nearly all it does. We may go into a dark room, lie down, close our eyes, and keep perfectly quiet, but as long as we are awake the brain is at work: it calls up what we have seen and heard. When we remember, and think, and wish, and plan, the brain is working. If it did not stop sometimes, it must soon wear out. When we are asleep we do not think, or very little. We dream only when the sleep is light or broken, and we think through it. We sometimes wish our friends "sound sleep and pleasant dreams," but really the two things do not go together, as in the most refreshing sleep there are no dreams at all. Then, too, our brains and muscles and other machinery of our bodies do not merely lie idle while we are asleep. It is being repaired and built up.

TEACHING POLITENESS.

Miss N— does not say, "Boys, you must always lift your hat to a lady when you meet her in the street." "You must beg a person's pardon when you inconvenience him in any way." She gets at the point in this way: "This morning on my way to school I noticed a boy run against an old gentleman with sufficient force to nearly knock him down. The boy looked around at the man as he was trying to recover his balance, and said, 'Keep out of my way next time, old fellow.' I was wondering what one of my boys would have done under the same circumstances. How many of you know what would have been the proper thing to do? I am very glad so many hands are up. Charles, what would you have done?" "I think I should have asked if he was hurt, and tell him I did not mean to do it." "And Fred, what do you think should have been done?" "That boy should have begged the man's pardon for his carelessness, and say he hoped he was not hurt." "That is right. I am very proud of you all. I know that none of you will ever be as rude as that boy was; very likely he did not know any better. There is another thing I saw last evening of which I wish to tell you. A young man meeting a young woman on the street said, 'Hello, Mollie, how are you?' The young woman thus addressed flushed painfully at this public familiarity. Do you think that young man is well bred? Not even one who thinks he is? It was very impudent in him to speak thus, was it not? But perhaps he did not know any better. How many of my boys know what he should have done? Nearly every one. Why, certainly, he should have lifted his hat and said, 'Good evening, Miss Brown—not Mollie.'

The teachers in that building are all wondering why every one of Miss N—'s boys lifts his hat to her when they meet. They cannot make theirs do so, although they have often told them what to do. But Miss N— is a charming as well as a skilful teacher.

BREATHING.

I remember a teacher who once took the chest measure of every boy in his school. Then he explained the correct method of breathing:

"Inhale as much air through the nostrils as the lungs will comfortably hold. Retain it a moment, then exhale it through the lips. Keep the shoulders thrown well back, the head erect, and the mouth closed."

After promising to take their measures again in a month, and to award a prize to the one who could show the greatest development, he left them to their own resources. Well, those boys went about inhaling atmosphere on a wholesale plan. It seemed as though they entered into a competition in which each one was trying to get more oxygen out of the air than his fellows. They walked the street with head erect, chest thrown

forward, and shoulders back. They tried to make respiration long and deep rather than frequent and rapid. The result was astonishing. In the short time during which they had been practicing the new way of breathing, as one of the boys called it, chests had enlarged from one to three inches; voices had grown stronger and softer; pale faces and lusterless eyes began to glow with color; round shoulders had vanished and in their stead were shoulders with a distinguished military bearing; the circulation was better and a much greater display of energy was exhibited. The entire physical life had been stimulated into healthy activity and as a consequence the mental operations were quickened and strengthened, the powers of enjoyment multiplied, and permanent habits of infinite value were established. Try it yourselves, fellow teachers, and see if you do not feel its healthful influence almost immediately. Then unfold the plan to your boys and girls and start them in correct breathing, for it is the foundation of physical training.

METHODS IN HISTORY.—II.

By C. W. G. HYDE, St. Cloud, Minn.

The subject of methods in history will be considered according to the following plan:

I. HISTORY STORIES.

1. For young pupils.
2. For older pupils.

II. TEXT-BOOK HISTORY.

1. The first step.
2. How to study.
3. The order of study.
4. Time and place.
 - (1) Dates.
 - (2) Maps.
5. The recitation.
 - (1) The author's thought.
 - (2) The student's thought.
6. Reviews.
 - (1) Their place.
 - (2) Their value.
 - (3) Kinds of review.
 - a. Review of subjects as organic wholes.
 - b. Review of isolated topics.
7. The "controlling idea" in history.

I. HISTORY STORIES.

1. *For young pupils.* The stories should be *told*, not read. An indifferent story-teller can hold an attention from her class while telling a story which it would be very difficult to secure if the story were read. Teachers who think they have no talent for telling stories can cultivate the power to do so, and will be richly paid for the effort in a more exact knowledge of history, and in the increasing pleasure of the work. These stories may be drawn from two sources: (1) from books of history-stories, which are numerous and inexpensive, and (2) from standard books on history. Take the simple facts as given in any reliable work as a basis, vivify them by a legitimate addition of imaginative detail, and tell them to the children. Pictures and maps should be used whenever they would serve a good purpose. The "moral" of the story should be inferred by the children rather than formulated by the teacher. No opportunity should be lost, however, to impress upon pupils, in connection with history stories, the nobleness and worthiness of purity, honesty, justice, patriotism, kindness, truth, courage, firmness, etc. The order of time in a series of stories is not important at this stage. The stories may be taken indifferently from American or foreign—ancient or modern history. They should be very short at first, and it is better not to try to have the pupils reproduce them unless they wish to do so. The following are examples of the hundreds of incidents in United States history that can be made interesting to children:

The John Brown raid, escape of slaves via the "underground railroad," voyages of Columbus, the Boston tea party, battle of Bunker Hill, treason of Benedict Arnold, Allen's capture of Ticonderoga, Paul Revere's ride, the boyhood of Washington and other noted Americans, etc., etc. We may mention here the following books which will give material for stories ready-made: "Interesting Stories from American History," published by Lee & Shepard, Boston, price 35 cents; and "American History Stories," in four volumes, published by the Educational Publishing Company, Boston, price 36 cents each.

2. *For older pupils.* More difficult matter may be used, e. g., the reign of Edward III., the invention of the cotton-gin and its results, the battle of Marathon and

its results, "The Trent Affair," George Stephenson, etc., etc.

As to method, let pupils listen without taking notes; on the following day they will reproduce the story orally, using their own language; on the third day they will hand to the teacher a paper containing the story carefully written out. This plan is based on Bacon's aphorism, which, slightly changed, reads as follows: "Listening makes a full pupil, speaking a ready pupil, and writing an exact pupil."

II. TEXT-BOOK HISTORY.

1. *The first step.* Begin with the present time, and with some event that is of state or national interest: have pupils tell what they know about it, the teacher supplementing what they give from his own stock of knowledge. Make this event one end of a thread of history, to be followed into the labyrinth of the past until the point is reached at which it seems best to begin the study of the text-book, which point may be the first page or any succeeding page of the text-book, according to circumstances. This thread of history need not be more than a very slender one, the object in following it being to have the pupils feel the vital relation of the past to the present. The teacher may supply the thread and lead the way back by briefly sketching the history of some institution or idea of the present day which is linked to the past (*e. g.*, the history of a political party, the history of the tariff question, or the history of useful inventions). If this is skilfully done, early history will be invested with a reality which it often lacks—Washington and Columbus and King George will be living men with flesh and blood, feelings and thoughts, appetites and will, like ourselves, instead of being lay figures dressed in wigs, swords, cloaks, and small clothes. Rawlinson says (*Historical Evidences, Lecture II.*): "In every historical inquiry it is possible to pursue our researches in two ways: we may either trace the stream of time upwards, and pursue history to its earliest source; or we may reverse the process, and beginning at the fountain-head follow down the course of events in chronological order to our own day. The former is the more philosophical, because the more real and genuine method of procedure; the present is our standing point, and we . . . only know so much of the past as we connect, more or less distinctly, with it." Not more than one or two days should be taken, however, for such a retrospective view.

2. *How to study* How much time is squandered both in preparation and in class work: how many bad habits are formed; how many class-room failures are made because pupils do not know how to study. Teachers cannot better serve their pupils in history than by devoting one recitation hour—possibly two—to the consideration of this point. A discussion of this question is hardly within the scope of this article, and we will therefore pass to the next point.

3. *The order of study.* This should be the order of the text-book, which is very properly the chronological order. Pupils should be led to compare events that are separated in time, but the first view of the subject should be a view of the regular succession of events in time. This is the natural order—the order in which history is made, and is the best basis for a grouping of events according to their relations, which will be spoken of later. The chronological order may be, and is in some text-books, so precisely followed as to ignore a judicious geographical grouping, which is so necessary to thorough comprehension. In the study of our civil war, for example, there is an important advantage to be gained by considering in one group those operations which had to do with the opening of the lower Mississippi, from the battle of Belmont to the surrender of Port Hudson; in another group, the movements which had for their object the capture of Richmond, from the battle of Bull Run to Lee's surrender, etc. The chronological order should be followed, however, in studying the operations included in each group.

A TEACHER'S PRIVILEGE. (NOT A FABLE.)

By JOHN HOWARD.

In 1838, and at twenty-two years of age, Mr. B— graduated from a Pennsylvania normal school. The same fall he secured an appointment as teacher in an Ohio college. Before he had filled that position two months, he knew nearly every one worth knowing in the little city, was elected president of the Young Men's Republican Club, superintendent of a Sunday-school, and had the entree to the best families in town. Shortly after, he married a talented daughter of a wealthy citi-

zen, was chosen president of the school, and made editor of a leading paper in Northwestern Ohio. This reads like a fable, but every word is true. Why did it all happen? Was it luck? Not at all. Mr. B— possessed qualities which he had developed sufficiently to bring about such results. Of course he was bright, just as most teachers are; he was social in his nature, and sought every opportunity for cultivating that quality—something that many teachers neglect doing; he had an ambition, well defined, but it was frequently extended and made to reach after acquirements of which other teachers would not dare to dream; and above all, every action and every word of his was prompted by a sense of honesty and of justice.

Graduating from the same class with Mr. B— was Elias W—. He became principal in a village school in Michigan. He was very kindly received by the members of the board, and his name was added to the "list of friends" of several of the best families in the place. He was invited to dinners several times, but he never went. He did not care for social diversion. He preferred to remain at home and read. It was not long before he was dropped from the several lists of friends. Then it was rumored that he was not very "popular," which term soon grew, as rumors do, into "unpopular," and finally into "very unpopular." Did he engage with that school a second year? The question is irrelevant. Of course he did not. Before his year was up he had concluded that teaching was an abominable profession, with no chance to rise, and that the people in that little Michigan village were conceited and bigoted. Where did the fault lay? All with the teacher. He possessed a *social* instinct, not very pronounced, but capable of development; and it was his duty, as it is the duty of all, especially of teachers, to cultivate it. There is no power so potent in any condition of life as the one of friendly intercourse. Let teachers develop the faculty of making friends with all, and acquire the knack of retaining them, and a difficult problem will be partly solved. It is easy to conceive how such a teacher would be a loss to any village or town; and that before permitting a removal, an increase in salary would be offered. While it is teacher's duty to exert this influence of his personality *outside* of the school-room, it seems to be more of a privilege. How many are there who realize the possibilities of life?

"Such triumphs as no mortal ever gained may yet be thine,
If thou wilt but believe in thy Creator and thyself."

SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

REPRODUCTION STORIES.

ADVANCED.

TRYING POLLY.

Little Polly Adams was a little girl who could not leave things alone. If there was a package anywhere about she was sure to "peep" in it to see what was there. She never took anything out, but it was a bad habit. One day her mamma, who had been out shopping, left a package on a table in the sitting-room. She did not know that "Polly Pry," as she was called, was in the room. Mrs. Adams had hardly shut the door when Polly's little fingers were busy with the string. The bundle opened and there was the prettiest little fur cape and muff in the world. Polly screamed with delight, for she guessed that it was hers. Just then mamma came in and said, "O, Polly, why can't you let things alone. This was a surprise I bought for your birthday, and now you have spoiled my pleasure and your own too. I think, to punish you, I shall not let you have the furs until you have cured yourself of prying." I am glad to say that after a few weeks Polly earned the furs.

HELPFUL FRANK.

Frank Brown is a round-faced little boy whom everybody likes. I think the reason is because he likes everybody and tries to help them. Mamma finds the coal scuttle filled, papa finds the chickens fed and the paths shoveled, and they say, "O, Frank has been here." Grandma is getting blind and cannot see very well; so Frank threads a lot of needles and leaves them on her

cushion, he builds a blockhouse for the baby, gives his little sister a ride on the sled, and everywhere he goes he does some pleasant little thing. The teacher knows who to call on when she wants an errand done, and the slow boy with a hard example is sure to get help from Frank. Everybody knows him, and many people call him "helpful Frank." Is not that better than "cross Frank," or "lazy Frank?"

CRUEL SPORT.

Two boys were amusing themselves by throwing sticks and stones at a dog. The dog was old and lame, so he could not get out of their way. "What are you doing, boys?" asked an old man who came along just then. "Having fun," said one, throwing stick at the poor dog. "If it is such fun let me play too," said the old man, picking up the stick. He threw it at the boy, hitting him smartly on the leg. "O, what fun!" "Do you mean to say that you don't like it?" the man asked, picking up another stick. "I think you must like it as well as the poor dog. It is a shame to abuse a poor animal, and unless you promise to leave the dog alone, I shall give you both a good thrashing."

DRIVING THE GOSLING.

Mr. Day lives on a farm, where there are acres and acres of land, many trees, and, best of all, a brook. He has two boys, Tom and Jimmy, who have good times on the farm. They play most of the time, though they have to work some too. One of their tasks is to drive the goslings home every night. The goslings swim in the brook all day, but when night comes they are locked up. They do not like the idea of being driven home, and they run away as fast as they can. Tom takes one side of the brook and Jimmy the other, and by and by they get all the silly goslings safely home.

THE FOOLISH CHICKENS.

Old Mrs. Hen lives in a very nice coop made out of a barrel. She has a fine family of chicks, ten in all. There were twelve in the family at first, but two of the little chicks met with a sad fate. One fine day they grew tired of their barrel house, and started out to see a little of the world. They walked a long way, picking up worms and other choice things and enjoying themselves very much. All at once something big and dark swooped down and took one of the chickens up in the air. The other one guessed that it was a hawk, and it started to run home as fast as it could; but an ugly dog chased it and killed it, so there was a sad end to their pleasant trip.

THE NEW BOOK.

Jack Abbott is very fond of reading. No matter what it is, good or bad, he reads it, and forgets everything else. Once his teacher found him reading at recess. She looked over his shoulder and saw that the story was about a boy who had run away from home, gone West to fight Indians. Jack was so busy that he did not see her, and he was startled when she said, "Jack, if you will give me that book I will give you a good one to keep. That book and others like it will do you harm, and I want you to stop reading them." Jack thought a moment, then he went to the stove and threw the book in. "I won't read any more trash," he said. Next morning the teacher brought him a beautiful new book, and gave it to him to keep.

THE BURIED DOLLS.

Sarah and Lydia each had a fine doll. After thinking of all the names they knew of they decided to name them Seraphine and Rosalind. There never were two other dolls dressed and undressed so often, and so well cared for. Once when the little girls left their play-houses for a while, their naughty, teasing brother Bill came along. He saw the dolls, and thought it would be a fine thing to bury them before the girls got back. He got a hoe and dug two holes; then putting the dolls in, he piled the dirt to look like a grave. When the little girls came back, Bill sat at the graves making believe to cry. "Poor Seraphine and Rosalind are dead and buried," he said. The little girls began to cry in earnest, for they thought the dolls were dead. They never dug them up, and although both are women now they haven't forgotten that afternoon.

THE LITTLE PEDDLER.

Harry has a load of horse-chestnuts in his little wagon. He plays that he is peddling potatoes, and he stops at

mamma's chair and says, "Good morning, ma'am. Can I sell you any fine potatoes to-day?" "I should like some potatoes," says mamma, "what do you charge?" "Three pins a bushel." "Very well, sir, I will take two bushels." Then Harry gives her two cupfuls of horse chestnuts, and she gives him six pins. I don't know what he will do with all the pins, unless he sets up a pin store.

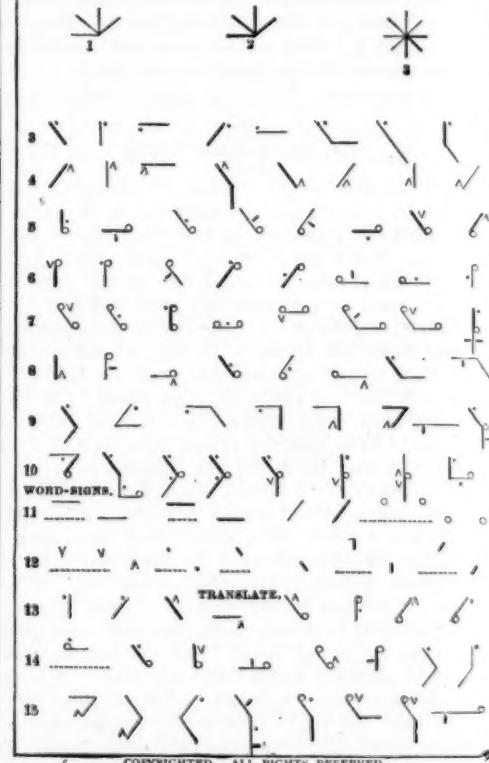
LESSON IN SHORT-HAND.—III.

KEY TO PLATE 3.

Figures 1 and 2 show direction of letters, the rule being toward the center. Fig. 3 shows their attitude and relative length.

- 3 Bee tea key gee eke peak peep deep.
- 4 Joy toy coy Boyd bough chow out ouch.
- 5 Days goes pays pose chose gaze buys joys.
- 6 Side seat soap sieve sage soak sake sate.
- 7 Spice space seeds sakes skies spokes spikes De Sote.
- 8 Dow stow cows base chase scow beak cope.
- 9 Beach cheek keep keyed cowed gouge coke bestow.
- 10 Cages betakes beseech besiege beside decide outside decays.

Plate 3.



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11 Word Signs—Common come give together which advantage is his as has.

12 I high how the a all two (or too) already before ought who. Translate lines 13, 14, and 15.

EXPLANATION.

Vowels are written at the beginning, middle, and end of the stems, in what are called the first, second, and third places. The sound of a dot or dash depends on the place it occupies. A third place vowel, occurring between two stems, is put by the second, as *ow* in *cowed*, L. 9. There are likewise three consonant positions; 1st, above, 2nd, upon, and 3rd, through or beneath the line.

The circle *s* should be made small as possible, and always be placed on either the upper or right-hand side of the stem. If *s* begins a word, it is pronounced first, altho a vowel may be at the left of it. See *side*, L. 6. Many of the commonest words are expressed by abbreviations, called word-signs. See lines 11 and 12. These should be copied a great many times, and committed well to memory.

First.—Copy Plate 3 ten times. Compare and correct.

Second.—Write lines 3 to 10 as the words are read to you from the Key. Carefully compare your writing until mistakes cease to be found.

Third.—Practice on word-signs until you can write the list easily, forwards or backwards, as it is read to you. Practice on the Plate until you can write it in two minutes.

IMPORTANT EVENTS, ETC.

Selected from OUR TIMES, published by E. L. Kellogg & Co.;
price, 30 cents.

NEWS SUMMARY.

MARCH 9.—Freshet in the Cumberland river.

MARCH 10.—A wool hat trust formed.—A convention at Santiago, Chili, nominated Signor Vicuna for the presidency.

MARCH 11.—Mississippi river very high.—Hon. Julian Salomons, of Australia, comes to Canada to study the Federation question. Gen. Palmer elected U. S. senator from Illinois.

MARCH 12.—Ballot reform defeated in Maine.

MARCH 13.—Arrangements for the big fair at Chicago well under way.—Earthquake at Newburg, N. Y.

BALLOT REFORM IN ENGLAND.

The "one man one vote" system, advocated by Mr. Gladstone, is exciting considerable discussion in England at present. One of the Liberals, in a recent speech showed that at present a rich man could exercise the franchise in every county and borough in England. Though the recent extension of the franchise has practically given a vote to every one rated for the support of the poor—and therefore to every householder—yet a wealthy man by holding a little property in every county, such as a villa or a shooting-box, would be able to cast many more votes than a poor man whose property was all in one district. In fact, the rich man is only restricted from outvoting the poor man by the difficulty and expense of moving around the county in time to present himself at the different polling places to vote. The system of extending the time for elections over the space of a week—during which a man could travel from one end of England to another—also favors this practice. A recent vote in parliament, and the attitude of certain Liberal-Unionists, shows that the landed proprietors will soon have to give up the last of the advantages they have enjoyed ever since the days of William the Conqueror.

WORK OF THE FIFTY-FIRST CONGRESS.

The most important work of the 51st congress, whose session closed March 4, was the passage of the McKinley tariff law. Other important acts are the anti-trust act, the act increasing the treasury's monthly purchase of silver to 4,500,000 ounces, the anti-lottery act, and the postal subsidy act. During the first session (1889-90) Idaho and Wyoming were admitted as states, and it was voted to hold the Columbian exhibition in Chicago in 1893. Speaker Reed's rulings, the discussion of the question of the free coinage of silver, and the federal election bill occupied considerable attention. It is probable that when congress meets again there will be considerable contention over the rules of the house. The speaker of that body has been likened to the British premier; and certainly, as things are now, he has more power than any other official except the president. It remains to be seen also what the next congress will do with the free coinage question, which was by no means settled.

NEWFOUNDLAND'S WANTS NOT SATISFIED.

The people of Newfoundland wish free trade with the United States, and are very much dissatisfied because Great Britain refuses to consent to a reciprocity treaty with our government. On account of the climate and other conditions, the industries of Newfoundland are confined principally to cod and seal fisheries. England furnishes the people with most of their food, clothing, and other necessities, but does not buy any of their fish. The Newfoundlanders have to pay high prices for these, but their customers in other countries, knowing that they must pay for the fish in gold, require a large amount from them for the money. Thus the people feel that things are not as they should be, and the murmurings are therefore loud. They looked for a bettering of their condition to the United States, hoping that for free bait, supplies, and harbor privileges, and freedom from customs restraints in Newfoundland ports, American markets might be open to their fish and oil, and American capital develop their mineral and timber resources. An alliance with Canada would only load the colony with debt, while so long as the French occupation of the shore continues, the colonists are powerless to do anything for themselves.

A NEW ORLEANS LYNCHING.—Some months ago the chief of police of New Orleans was killed in the street by an organized band of Italian assassins. They were tried, and after the case was decided it was claimed that some of the guilty ones had not been convicted. Thereupon a mob, led on by prominent citizens, broke into the jail and shot to death eleven of the Italians. The board of trade and other bodies approved the proceedings. The affair may cause international trouble, as three of the mob's victims were unnaturalized, and hence citizens of Italy. There has been considerable correspondence between Italian and United States officials over the matter. What do you think of lynching as a mode of dispensing justice?

DR. WINDTHORST DEAD.—Dr. Ludwig Windthorst, parliamentary leader of the Roman Catholic party in Prussia, died in Berlin March 14, at the age of eighty years. When Bismarck began his war on Roman Catholic ecclesiastics in Germany he was stubbornly opposed by Windthorst, who finally won a victory for the clericals. All the demands of the latter were conceded, even to the recall of the Jesuits, and the restoration of \$4,000,000 of ecclesiastical revenues. What is meant by a parliamentary leader?

CAPTURE OF IQUIQUE.—The Chilean government forces were defeated on the Pampa at Dolores, lately, and on the next day Iquique surrendered to the fleet. On the next business part of the town was fired by incendiaries. It is now in possession of the insurgent fleet. In what way does Chile's government resemble that of the United States?

ENGLAND'S BLIZZARD.—England has just had a blizzard almost as severe as that which shut off communication between New York and other Eastern cities three years ago. Many vessels were wrecked off Start Point, and nearly a hundred people lost their lives. In Devonshire and Cornwall all the railroad lines were blocked with snow, which froze to almost a solid mass. Describe the storm known as a blizzard.

REVOLT IN TONQUIN.—A body of rebels, numbering 300 men, made an attack on Bobo, overcame the garrison, and sacked the town, killing the French officials. Several Europeans escaped by swimming in the river.

PROTECTING THE SEALS.—It appears now practically certain that one of the results of the arbitration, that seems to be assured, will be the preservation of the seal fisheries. Even if it should be decided that the United States has jurisdiction over Bering sea, our country, England, and Russia will have to arrange for the protection of these animals in the Arctic ocean. Describe the habits of the seal.

THE PRIVATE DEBT CENSUS.—The work in this department showed a bad state of affairs in many of the states. Most of the information was obtained from county records and reveals (1) the dangers that come from mortgages, (2) the enormous burdens borne by the farmers, especially in the way of interest, (3) the alarming extent to which usury is practiced, and (4) the defectiveness of records in all parts of the country. In Alabama 5.3 per cent. of the land is mortgaged; in Iowa 9.1 per cent. In Alabama interest ranges from 1 to 40 per cent.; in Iowa from 1 to 20 per cent. What is a mortgage?

OIL ON THE WAVES.—The North Atlantic monthly pilot chart for March gives much information about the use of oil to calm the waves. Capt. Eiseman, of the British steamer *Miranda*, reports its use in a gale between St. John's and Halifax, and says: "Waves would come bearing down in the direction of the steamer as though to crush her, but they no sooner reached the oil than they rolled harmlessly past. To its use we owe our lives and the safety of the ship." What dangers do vessels at sea encounter?

RECIPROCITY FOR CANADA.—The Conservative ministry of Canada since the late election, in which they lost heavily, have decided to consider the reciprocity, or free trade, question with the United States. It is felt that many clauses of the Canadian tariff press too heavily on certain classes of the people. If a law is made to favor a certain class of the people, should it be allowed to stand? Why?

SPAIN'S FEARS FOR CUBA.—The Spanish government is about to dispatch 6,870 troops to Cuba on account of the increasing political agitation on the island. If the situation becomes worse, Gen. Campos will be appointed viceroy. The Spanish press protests against Americans encouraging the Cuban separatists in connection with the proposed treaty of commerce. Tell what you know of Cuba?

BLUE AND GRAY.—The Confederate veterans of Vicksburg, Miss., are conferring with the commander-in-chief of the Grand Army of the Republic in relation to a reunion of the Blue and the Gray at the Chicago world's fair. It is proposed to erect a pavilion called the Blue and the Gray, for the veterans of both armies, in which the flags, swords, guns, and other relics will be stored, the men camping in tents furnished by the war department. The states will be asked to furnish transportation, and the government rations.

The New York and Florida Special.

The Pennsylvania Railroad Company announces that the New York and Florida Special, leaving New York at 9:30 A. M., Philadelphia 11:30 A. M. for Jacksonville and St. Augustine, will continue to run daily, except Sundays, until and including April 21. Beginning on April 22 it will run tri-weekly, Mondays, Wednesdays, and Fridays, until April 29.

OF SPECIAL INTEREST TO PUPILS.

PHOTOGRAPHING BY MOONLIGHT.—A Chambersburg, Pa., photographer lately succeeded in photographing a bit of scenery by moonlight. The moon was full, and the ground covered with snow, which aided greatly in the taking of the picture. The plate was exposed one hour, just 36,000 times longer than is necessary in the daytime. A portion of an orchard and several buildings were included.

PHOTOGRAPHS OF THE STARS.—One of the most marvelous features of astronomical photography is the way that a camera will register the images of stars invisible to the human eye. The same instrument which shows to the human eye stars of fourteenth magnitude, which in the entire heavens would register about forty-four million stars, shows to the photographic eye no less than one hundred and thirty-four million! After an exposure of one hour and twenty minutes, a photographic negative of the whole firmament would display to the astonished gaze of the beholder a luminous dust of four hundred millions of stars.

THE FALLS MOVING BACK.—A late survey of the Horseshoe falls at Niagara shows that the crest lines of the rocks have receded 104 feet 6 inches since 1842, an average of over two feet a year. The American fall shows, for the same period, a mean recession of 30 feet 6 inches. The total area of recession of the Horseshoe fall since 1842 was 275,000 square feet, and that of the American fall 32,000 square feet. The length of the crest of the latter fall has widened in forty-eight years from 2,260 feet to 3,010 feet.

THE FUTURE RAILROAD.—A celebrated scientist says that the future railways will be run by electricity. Although the steam locomotive has been very much improved, it can hardly compare with the economy of stationary engines, placed where they can have an abundant water supply for condensing purposes; we can, therefore, by employing stationary engines and electric roads, do away with a great deal of unnecessary weight, and the moving parts being symmetrical, we can attain a much higher speed, say a hundred miles an hour. A speed of 150 miles an hour might possibly be attained. It is simply a question of applying enough power, building locomotives to suit, and keeping the cars on the track.

STEEL RAILWAY TIES.—The Delaware and Hudson Railroad Company is trying steel rails on a half mile of road leading south from Ballston. As trains pass rapidly over this piece of road, a peculiar buzzing noise is noticeable, also the vibration caused by the wheels upon the rails is greater; but it is also the smoothest and pleasantest riding piece of road between Troy and Saratoga. So far they are a success, but it is yet to be seen how they will be affected by ice, frost, and snow, and if they are equally safe in clay, quicksand, and gravel. The steel ties are in the shape of an inverted T, and are seven feet long, seven inches wide, and laid twenty-two inches apart from centers. They keep the rails from spreading, and give the effect of a continuous rail.

CHINESE MONEY.—Americans can scarcely realize the vexations that are caused in China by the lack of a convenient currency. Copper cash is the only currency the nation has, but this is too heavy to be carried in large amounts. Silver is naturally used in commercial transactions, but as bullion only, and by weight, so every one has to have a set of small scales. The inconvenience of weighing would not be so very great if the scales were all alike, but they are not. They differ from one town to another, and even in the same locality.

A WONDERFUL LENS.—A microscopic lens has been made in Germany that will reveal the presence of an object 1,890th of a millimeter in diameter, or one twenty-thousandth of an inch.

TELEPHONE CONNECTION WITH SHIPS.—In Madras harbor recently a wire was passed under water from the shore to a buoy near a vessel; one end was drawn on board and attached to the instrument, the other end was carried into the town exchange. Conversation passed over this line with remarkable distinctness. The Madras shippers will attach a telephone cable to every buoy in port. Why not carry this idea out as far as it will go? Why suppose the time far distant when transatlantic steamers will be able to speak or telegraph to the port of departure or entry? The supposition, in view of what science has already done, is not unreasonable.

BANK NOTES AND DISEASE.—The London *Lancet* says that disease is often conveyed by bank notes, as they pass from hand to hand. Higher values, not circulating so freely, have an advantage over the lower ones. To be sure, there are certain circumstances that guard against infection, such as the freedom of circulation and the ventilation this insures. Smoothness of surface is another, and a third, which operates in a minor degree, is found in the fact that adults—not children—are chiefly concerned in the business of exchange.

CORRESPONDENCE.

So many Questions are received that the columns of the whole paper are not large enough to hold all the answers to them. We are therefore compelled to adhere to these rules:

1. All questions relating to school management or work will be answered on this page or by letter. 2. All questions that can be answered by reference to an ordinary text-book or dictionary must be ruled out, and all anonymous communications rejected. The names of persons sending letters will be withheld if requested.

WHY SHE TAUGHT.

"Ompompanoosuc." This was the word "put out" to me, a girl of nine years of age, attending a country school. It was the closing day, and several of our parents were present, and the school committee. I spelled "Ompompanoosuc" with a flushed cheek and a smile of delight went round among the visitors, plain to be seen by me. After the examination I was patted on the head by several visitors, and one good man remarked to my mother, "Carrie is real smart, you should make a teacher of her." This was not intended for my ears but it reached them nevertheless, and I began to think I might aspire to that place.

Teachers came and went and I gradually drew nearer and nearer the "back part" of my arithmetic; the "coarse print" of the grammar had all been learned and I could parse some sentences; and it was plain to me too that I was looked upon as a remarkable scholar. About forty miles distant my uncle Josiah lived, and in the summer of 1865 I was invited to come out and teach the school near him! Thus began my career.

For ten years I taught every summer and thought I knew a good deal; in fact, I had ceased to learn. I went home from school to read novels, or crochet. I liked novel reading the best. In 1875 I was in Rome, N. Y., and attended a teachers' institute; at one session a young woman who had graduated from the Oswego normal school gave a "talk" and I was so impressed that I determined to go to that normal school myself. There my eyes were opened and I found I had not taught school at all as yet. After graduating, I began to look at my work with seriousness, thanks to Prof. Sheldon. I dropped crocheting and novel reading as time-filling occupation. I read novels now, but not to fill the time from closing school in the afternoon till the period for opening next morning. I read and studied education. About 1880 when in Adrian I saw THE TEACHERS' INSTITUTE, subscribed for it, and found it a remarkable help in the new departure I had made.

I have about twenty books on teaching; I know what to do, and what not to do, in the school-room. I have no difficulty in gaining the attention of pupils; the only trouble is with the parents; they still want things done according to the old style. They want their children to be able to spell "Ompompanoosuc," just as I did.

I have followed the advice in the pages of this paper to teach "all around," and I labor to do this every day. I am happy in my work because I know I am doing it right, and because I can see that the children in their development are very different from those whom I handled in my early teaching. And I feel differently too. I am as enthusiastic to learn "new things as are the children; the "new education" has been worth everything to me; it has made me a different woman.

C. A. O.

Wesley.

I HAVE found a good way to help children to form some definite plan for life. Have each one write on a slip of paper what he or she would choose for an occupation.

Pass among the pupils and look at each paper. After seeing each one, repeat to the school the various occupations chosen. One will be surprised to see what an imposing list is made, and impressed by the responsibility resting on every teacher, who is moulding the character of the future generation.

J. B. V.

IT is probable that more failures in life can be traced to discouragement than to any other cause, and this is especially the case in the school room. Have you never seen an excellent teacher driven almost to despair by the adverse and mistaken criticisms of some one who had never done any teaching himself or given any real thought to the subject, and who would be surprised to know that his random ventures had been even seriously entertained?

Perhaps there is no better remedy for a genuine attack of the blues than to sit down and think of all the good things ever said about you and all the kindnesses which you have received. If there be a better it consists in setting to work to bring sunshine and gladness to some other heart. "He laughs best who laughs first, last, and all the time."

S. B. SINCLAIR.

THE work in geography is often of such a nature that it is difficult to present it in a manner sufficiently interesting for the pupils to gain much knowledge from it.

I have used a device which, although not original with me, I thought might be new to some and which, I think, has been successful.

The class was studying Europe in Harper's Primary Geography, and as a review, I asked them to write an imaginary journey starting from Lisbon, going through the different countries to Norway and Sweden, from there

to Athens, and then to Berne, omitting Russia and Germany. Teachers in elementary schools will find this exercise to be both interesting and useful.

Middletown, Ind.

H. H. RATCLIFFE.

1. Would you advise me to forbid whispering during school hours? 2. Do you recommend giving prizes for good behavior?

1. No. Regulate it. 2. No. Nothing more than approval. Prizes might do for kindergartners or very young primary pupils, but good behavior should be secured in some other way.

Is there a good normal school conducted during the summer months where a teacher could have thorough instruction in the professional subjects given on first page of THE TEACHERS' PROFESSION.

L. L.

The best of such schools advertise in THE JOURNAL a few months before the opening of their sessions. In the East, Glens Falls, N. Y., Martha's Vineyard, Mass., and Chautauqua, N. Y., are the best.

1. How would you teach penmanship to primary pupils? 2. Would you treat drawing in an ungraded school? 3. What astronomy is most used at the present time?

F. S.

1. Teach them correct pen-holding, correct position at the desk, and the correct forms of letters. It is not profitable to teach young children practical business movement—at least not as long as the muscles of the fore arm are undeveloped. 2. Yes. It is well to combine drawing with other lessons. 3. There are several good books. Each teacher must judge for himself. We cannot discriminate.

1. What is meant by analytical method and synthetic method? 2. How can I counteract the habit of children who laugh at trifles and whisper aloud?

C. D.

By the analytical method we study elements—principles from which we build a whole. By the synthetic method we do not resolve a whole into its parts, but take a subject in its entirety. The terms are relative and co-relative to each other. 2. A skilful teacher will make a pupil feel ashamed of himself for noticing silly trifles by telling him privately that it indicates a weakness of character, and a lack of sense. He will create a desire in the child to be manly, and as a substitute for giggling he will provide an occasional opportunity for a hearty laugh. Whispering aloud is talking, and a pupil who persists in it should not be retained in school. Whispering is a habit that cannot be successfully prevented, but like other evils, it may be regulated. When a teacher notices a restlessness in school, and an apparent desire on the part of several pupils to communicate, give them a moment to talk in. It will effect a change of mood and recreate attention to work.

Please tell me through THE JOURNAL or otherwise how Plymouth Co could be abolished in 1620 and in 1630 make a grant of territory in New England to Lord Warwick.

M. L. E.

You probably confound the Plymouth Company with the Council of Plymouth. The latter was formed after the Plymouth Company was dissolved in 1620, and held its charter until 1635.

Will you please state in THE JOURNAL the derivation of the word Sioux?

B. F.

The Sioux Indians were formerly known as the Dakotas or the allied, the nation being made up of various tribes. The name Sioux they received from being called the Nadowessoux by the Algonquins.

In the following: "Which lays a number of eggs," what is the object of the verb "lays," and what does "of eggs" modify?

A. M. G.

The object of the verb "lays" is "a number" which is modified by the prepositional phrase "of eggs." Of course "a number of eggs" is the entire object, but "number" is the grammatical object. Take the sentence, "I saw a regiment of men"; regiment is the object of "saw"; "of men" describes "regiment."

1. Name several colleges in America for women only. 2. What is the name of a simple geography for children?

1. Vassar college, Poughkeepsie, N. Y.; Smith college, Northampton, Mass.; Wellesley College, Wellesley, Mass.; Elmira college, Elmira, N. Y.; Bryn Mawr, Penn. 2. There are several good ones. Write to our advertisers for catalogues.

In our state devotional exercises are not allowed. I have dispensed with them for the past term, but do not feel that I did right. What is your opinion, please?

M. E. C.

Obey the laws of your state.

Give the difference between inductive and deductive methods.

M. L. T.

The inductive method proceeds from special to general truths, the deductive from general to special. For example, a child is taught all the combinations of numbers known as addition. After he understands each step, he is led to describe the process. Then he learns that he has been doing addition. This has been taught by the deductive method.

THE EDUCATIONAL FIELD



PROF. W. E. GRIFFIN.

The subject of this sketch is one of the most progressive young educators of the South. He is a native of Alabama, having been born at Clayton, Ala., Aug. 7, 1866, and reared at Troy, Ala., his father being an eminent Alabama lawyer.

He entered the university of Alabama at the age of eighteen, and received there the highest honors, graduating with distinction, both in the classical and law departments of this institution, in 1887.

Immediately upon graduation he was elected, after an exhaustive competitive examination, to the principalship of the grammar school department of the graded schools of Troy, Ala. He held this position one year, and the next year accepted the professorship of Latin in the state normal college at the same place. After holding this position two years he gave it up to accept the position of city superintendent of the graded public schools of Troy, Ala., which he now occupies. At the June commencement of 1889 his alma mater conferred upon him the degree of Master of Arts. During his professorship in the state normal college he was elected county superintendent of education for his county by the largest majority ever polled in the county. The duties of these honorable positions Prof. Griffin has discharged with great credit to himself and satisfaction to the people, and has won considerable reputation and influence by the active part he has taken in the educational affairs of his state. In the Alabama Teachers' Association,—in the teachers institutes of the state, and as instructor in the state normal institute held at Troy, Prof. Griffin is evincing extraordinary ability, and is achieving success and popularity.

FLORIDA STATE TEACHERS' ASSOCIATION.

The annual meeting was held at Tampa, March 10, 11, 12. These subjects were discussed: "Mind Growth" by C. A. Saunders, of Wildwood, "School Government," by Miss Laura E. Dyer, of Monticello; Miss S. M. Emmons, Point Washington; Mrs. G. E. B. Simmons, Midland. "History," by J. M. Stewart of Marianna, and W. J. Marshall, Plant City; "English Literature," by Mrs. H. K. Ingram, Jacksonville; "Object Lessons," by Prof. Kern; "School Supervision," by Supt. Niblock; "What a County Superintendent Sees," by Supt. W. N. Sheats, Gainesville; "Teaching should be Clear, True, and Practical," by Supt. Buchholz, Bloomingdale; "Education: Its End and How to Reach it," by Prest. Hooker, Winter Park.

There was a large attendance, probably 400; twenty-five county superintendents were present, and State Supt. Russell. W. F. Yocom, presided; Prof. J. M. Stewart was elected for the coming year and Jacksonville was selected as the next place of meeting.

POINTS IN ADDRESSES AND PAPERS.

"The teacher is a helper to prosperity.—"W. F. Yocom. "We must remember that the power to use knowledge will be the test of the teacher's work."—W. N. Connolly.

"The teacher who succeeds in interesting, succeeds in governing."—Miss L. E. Dyer.

"The teacher of history must remember that history making is proceeding now; he must watch current events."—J. M. Stewart.

"The soul that has been impressed by the true teacher goes out into new paths of life, it is not the same after

ward; it aims toward God's throne."—State Superintendent Russell.

"If the aim is not to mold character that will not be reached."—President Hooker.

"Teaching is essentially a lifting process; the child is destined to grow in accordance with a pattern; we must know that and aim at it."—Supt. Buchholz.

It is estimated that 60 per cent. of the children who enter the primary schools, never pass into the next grade; 87½ per cent. of those who enter the grammar grade leave school at or before the completion of that work. Those who remain to enter the high school constitute but 5 per cent. of the number that entered the primary grade, and the graduates from the high school are but one-half of one per cent. of the whole number originally entering.

MRS. WARDROPE, agent of E. L. Kellogg, educational publishers of New York and Chicago, gave an address in the academy at Alymer, West Virginia, a few days ago, to members of the trustee board, and a number of residents of this town, besides the teacher and pupils. The address, entitled, "The house we live in," was illustrated by the use of the Standard manikin for teaching physiology. At its close the trustees purchased the manikin for the use of the academy.

THE pupils in the Newark, N. J., schools have been trying to answer the query, "Who is the greatest living man?" It is possible that some good may come from such an exercise, in that children will make an estimate of the various men before the public, thus becoming more or less familiar with them; but it is certain that any amount of amusement will be afforded by the answers. One of Newark's bright boyssaid, "The greatest living man is Edison. One day as he was flying a kite, he tied a peace of steel to its tail and as it was raining the lightning attracted the peace of steel and he found out that electricity was in it."

TWENTY-FIVE per cent. of the county superintendents in Kansas are women.

FIVE hundred Kansas teachers petitioned their legislature to pass a law denying certificates to teachers who use profanity, liquors, or tobacco. May such an ideal be realized!

THE New York state legislature's committee on education reported favorably, on March 5, on a bill providing free courses in music in the normal schools of the state; in the schools of each city; in incorporated free school districts, and in all teachers' institutes held throughout the state. Now let all who can, sing; and such as cannot, let them rejoice for the provision that is being made for them.

THE teachers of Northern Texas will conduct a summer normal school in the Ft. Worth university during the vacation months.

WITHIN three years the teaching force of Ashland, Wis., has increased from seven to twenty-five. Four new school buildings have been erected after the most approved style of architecture. A large, fine circulating and reference library is provided for pupils. J. M. Turner is superintendent.

THE teachers of Pasadena, California, hold regular monthly meetings, and recently had the pleasure of listening to an address by Edward Everett Hale, of Boston, after which a reception was tendered him and Mr. Alexander Frye. About one hundred leading educators of the Pacific Slope were present.

A DAIRY school, the first of the kind, will be established in St. Petersburg the coming year. The government allows a subsidy to it. Persons of not less than seventeen years, having graduated in the public schools, will be admitted as pupils.

THE University at Geneva has just made an M.D. of the young Polish Countess Wanda von Szawinska. Her graduation thesis was a remarkably learned paper concerning the eyes of crustaceous animals, and the effect of light and darkness upon them. The Countess Wanda will practice in Poland.

THE Misses Law's Froebel kindergarten and training school for teachers, of Toledo, Ohio, is now in its eighth successful year.

MISS MARY SHANE, a teacher near Worthington, Iowa, recently had occasion to chastise one of the older boys, who would not mind her. A few mornings afterward the scoundrel fellow placed a stick of wood loaded with powder in the stove, which, when the fire was lighted, blew the stove to atoms. No one was hurt, but it seems almost a pity that the author of the mischief was not taught a lesson by that explosion.

THE board of regents of this state have decided to extend their work upon lines calculated to carry to the people larger opportunities for education; in other words, they propose to organize a genuine university extension. If they succeed in successfully carrying out their plans, they will deserve the unqualified thanks of all the people.

SOME one asks us the population of the world by countries. The answer can be found in any first-class geography of recent date.

IN England 9,000 "masters" in the elementary schools receive more than \$500. 1,500 receive from \$1,000 to \$2,000, and many of them have residences provided. Female teachers receive much less. \$300 is about the highest salary paid them; while 13,000 receive but \$250 per year.

THE authorities of the University of Naples refused to hold an examination for engineers, as was wished, whereupon the students to the number of a thousand assembled and broke in the windows and doors of the university building.

THE Pennsylvania normal schools enrolled 12,410 students during the past year. The one at Clarion had the largest attendance.

THE male teachers of Pennsylvania receive an average salary of \$39.86 per month. The women receive \$30.54 per month. It costs the state \$12,928,422.00 to keep up her schools.

THERE are twenty-seven hundred teachers in the public schools of Philadelphia.

JERSEY City, N. J., and Newton and Springfield, Mass., pay their school superintendents \$3,500 per year; but these men belong to the A No. 1 class.

THE Farmers' Alliance is building a school at Moorehead City, N. C. It is proposed to furnish board and tuition to pupils at actual cost, which it is believed will not exceed five dollars per month. The idea is a good one and should succeed.

REV. R. H. QUICK, the English writer on education, says: "An insight into the theory of education will make the humblest teacher of children a conscious worker for the good of the human race."

IN New York state Arbor day occurs this year on May 8. At that time a second vote will be taken for a state flower, confining the choice to the rose or the goldenrod, the two leading candidates of 1890.

A BILL is before the New York state legislature to appropriate \$475,000 for school purposes in Long Island City.

NEW YORK CITY.

A COURSE of free lectures to primary teachers, on the adaptation of kindergarten methods and materials to school work, is being given under the auspices of the kindergarten committee of the Normal college alumnae at their kindergarten, corner of Sixty-third street and First avenue. At the first of these the kindergartner, Miss Wells, gave a brief account of the gifts of Froebel's system; and Miss Jennie B. Merrill discussed one of the kindergarten manual occupations, as adapted to primary teaching in form and color, number and language lessons. An unexpectedly large audience was present. Lectures will be given at 4 P. M. on Thursdays during March and April.

VERY interesting closing exercises were given March 12 at the Female Senior evening school No. 13. Addresses were made by President Hunt and other members of the board of education. Exercises by the school consisted of recitations, singing, and a beautiful tambourine

drill by 16 young ladies. Many prizes were given; among these were two unabridged dictionaries presented by Col. Elliott F. Shepherd to the most proficient students in the advanced stenography class. Gold medals were also given the best students in the advanced book-keeping class. The school, which numbers 600 pupils, is doing an excellent work. Great credit is due Miss Piereson, the principal, and her able corps of assistant teachers.

THE Hebrew free school, East Broadway, has classes in cooking and sewing, and in elementary manual training; the latter designed to fit pupils for more advanced instruction, such as is given at the Hebrew Technical institute. These classes are held late in the afternoon, so that public school pupils can attend. The aim is to educate both the boys and their parents to an appreciation of manual training in education.

THE East Side industrial school, 287 East Broadway, of which Miss Anna Johnson is principal, has two hundred and sixty pupils, of whom sixty are in the kindergarten. It has cooking and sewing classes. In the latter the children do plain sewing, mending, and darning, and also cut and make garments.

THE manual work of Grammar school No. 41, of which Miss E. Cavannah is principal, includes the making of clay and paper solids, mechanical and constructive drawing, free-hand drawing and designing, relief maps in putty, cooking and sewing classes.

FOREIGN NOTES.

France's Teachers.—The number of teachers in the maternal schools of France increased during the five years from 1882-1887 from 7,571 to 8,853 (or with Algiers 9,219). The number of lay teachers increased from 2,344 to 3,005, while the number of convent teachers shows a slight decrease, from 5,227 to 5,158. In the public schools the decrease of the convent teachers is very perceptible, namely from 2,977 to 2,849, while in the private schools they have increased from 2,250 to 2,800.

In the primary schools, both elementary and superior, the number of teachers has increased from 124,965 to 136,650 (with Algiers 138,655) or 69,152 men and 73,063 women (in 1881-82, 58,137 respectively 66,928); of the men employed 54,106 are lay teachers, 9,046 are denominational; of the women 36,201 are lay teachers, 37,462 are denominational. Altogether the number of secular or lay teachers of both sexes increased from 77,742 in 1881-82, to 90,307 in 1886-87, while the number of denominational teachers slightly decreased, namely from 47,223 to 46,508. Quite a different picture is depicted when taking the *public schools alone*. The number of their teachers increased from 88,220 to 97,291; that of the men from 50,708 to 54,822, and that of the women from 37,512 to 42,460; the number of lay teachers of both sexes from 67,917 to 81,584; while the number of the denominational male teachers decreased from 4,117 to 2,542, and that of the women from 16,186 to 13,165.

The trends of the present policy of French public instruction—to wit: energetic strengthening of the influence exerted by the lay schools, and representing the church element, are very obviously reflected in the foregoing numbers. On the other hand, the opposition of those layers of society who are not satisfied with the present policy is reflected equally well. Probably in consequence of the energetic extension of the public school system during the 5 years from 1881-86 the number of lay teachers of private schools has decreased from 9,825 to 8,723, while the number of convent teachers increased from 26,920 to 30,401.

England.—As the elementary code for 1890 allows pupil teachers who have passed the Queen's scholarship examination to complete their training at a university college, it is proposed to use the premises of the university college at Liverpool for training purposes, and to establish dormitories with accommodations for about forty.

A Great Spring Tour to Florida via Pennsylvania Railroad.

By reason of the enormous popularity accorded the Pennsylvania Railroad's personally-conducted tours to Florida during the winter and spring of 1891, the company has decided to run the fifth and last on March 31st. It will differ in many points from the others. Going south the tourists will travel in a special train of Pullman Sleeping and Dining Cars similar in every respect to the trains used on previous excursions. The excursion tickets, which will be sold at a rate of \$50 from New York and \$45 from Philadelphia, will include Pullman accommodations and meals en route on the south-bound trip, and railroad transportation only on the north-bound trip. They will be valid for return trip on regular trains up to May 20th, 1891. Fifteen days from the date they leave Jacksonville will be allowed tourists to reach Philadelphia or New York, and during those fifteen days they can stop off at points designated on the tickets.

A tourist Agent and Chaperon will accompany the party south. The unusual limit of the tickets and privileges accorded will afford an excellent opportunity of a lengthy visit in the South.

If you feel tired, weak, and out of sorts, you should take Hood's Sarsaparilla.

BOOK DEPARTMENT.

NEW BOOKS.

THE HISTORIC NOTE-BOOK: WITH AN APPENDIX OF BATTLES. By the Rev. E. Cobham Brewer, LL. D. Philadelphia: J. B. Lippincott Co., 1891. 997 pp. \$3.50.

There is a mine of information such as the teacher requires in this volume. Hundreds and thousands of subjects are presented on which he wants light, but has not the time to hunt through cyclopedias and other dusty tomes with a great chance of not being successful in his quest, even after he has spent much valuable time. The author has been at work on this book for many years and the results of his extensive reading and investigations are here embodied, revised by critical readers whereby a great many inaccuracies have been avoided. The reader of history comes across things continually that are not explained and of which he is usually unable to find any explanation. For instance suppose the "Partition of Po'and" is referred to. Turning to page 668 of this book the whole transaction is explained in a few brief paragraphs. A great amount of curious information is included under "Hair"; if anyone doubts the thoroughness of the work let him turn to the word "green" under which he will find green aprons, green-backs, green bag inquiry, green book, green cap, green cloth, green cockade, green count, green crescents, green flags, Green Isle, Green-Mountain Boys, Green-ribbon club, green room, green scarfs, green silver, green specter, green standard, green Thurday, green turbans, green vault of Dresden, and greens and blues. It is unnecessary to multiply examples. The book is one of the most valuable ones that could be placed in the school library, which ought also to contain its predecessors in the series, "Dictionary of Phrase and Fable" and the "Reader's Handbook."

STUDIES IN LITERATURE. By John Morley. London: Macmillan & Co., 1891. 347 pp. \$1.50.

Students of literature will find in these essays by Mr. Morley, the famous editor and critic, pure and vigorous English and manly and independent criticism. There are nine essays in this volume—"Wordsworth," "Aphorisms," "Maine on popular government," "A few words on French models," "On the study of literature," "Victor Hugo's 'Ninety-three,'" "On the 'Ring and the Book,'" "Memorials of a man of letters," and "Valedictory." Admirers of Wordsworth will admit that he accords that great poet his due measure of praise without overlooking his striking faults. The essay on aphorisms discusses characteristics of writers in English, French, German and other languages, presenting the subject with characteristic clearness and thoroughness. His remarks on the benefits to be derived from the study of literature, and the methods of such study, are of great value to those who desire to enter the field. The essays were originally published in the *Nineteenth Century* and *Fortnightly Review*. Presented in this shape the number of readers will be greatly increased, and they will certainly add to the writer's reputation as a critic.

AN ETYMOLOGICAL DICTIONARY OF THE GERMAN LANGUAGE. By Prof. Friedrich Kluge, of the university of Jena. Translated from the fourth German edition, by John Francis Davis, D. Lit., M.A. London: Geo. Bell & Sons; New York: Macmillan & Co. 446 pp. \$3.00.

This is a famous work made possible by the studies in language of the last hundred years. It is an attempt to set forth in a brief, clear, and connected manner the history of each element of the German vocabulary. The translator has aimed at making the book as easily comprehensible to English students as the original work is to the Germans; therefore he has given the chief meanings of all the German words, some of which are rather obscure, and are not to be found in any German-English dictionaries hitherto published. In assigning the equivalents to the words quoted from foreign languages, great care has been taken to give as closely as possible the corresponding English meaning to the words. In this work the author was aided by a large number of dictionaries of various languages in English, French, and German. The book will be of vast help to students of the German language and will aid greatly in tracing the origin of words in the kindred language—the English. It will therefore be a valuable addition to the student's library. The volume is bound in cloth, the paper is of excellent quality, and the type large and clear.

HOLMES' NEW SERIES DRAWING BOOKS, Nos. 1, 2, and 3, WITH TEACHERS' MANUAL. HOLMES' NEW DRAWING CARDS, for primary and kindergarten schools. THOMAS' NEW MODEL WRITING TABLET. HISTORICAL TABLETS. A condensed key to universal history. By Robert Haentze. ONE THOUSAND COMPOSITION SUBJECTS, for the use of teachers and pupils. Compiled by Miss E. S. Kirland. Chicago: C. M. Barnes, publisher, 75 and 77 Wabash avenue.

The author of Holmes' drawing books prepared them with the belief that neither drawing solely from the flat representations nor from models was correct, but that there should be a golden mean between the two. The pupil learns to copy the pictures presented in the book, and then to make drawings from objects placed on his desk. The directions are such that the teacher, even if lacking previous experience, may produce a satisfactory result. The books begin with simple lines, proceeding from that to simple geometrical figures, then to objects combining curves and straight lines, afterward to shaded

figures and shadows and finally to leaves, flowers, and fruit.

The historical tables are presented in a neat little 32-page pamphlet and give all the principal events, by countries, of the historical period to the present time. There are also lists of the presidents of the United States of great historical characters, of great universities, and of inventions and discoveries. We think the author has made a mistake to assign definite dates for certain events of ancient history.

The little book containing one thousand subjects for compositions will be a great help to many teachers.

PERICLES AND THE GOLDEN AGE OF ATHENS. By Evelyn Abbott, M. A. G. P. Putnam's Sons. 379 pp. \$1.50.

The author surely could not have chosen a more attractive Grecian subject for the "Heroes of the Nations" series than Pericles, the champion of democracy, the hero around whom there is an undying halo. To know his history, is to know that of Phidias, Socrates, and Sophocles; to become acquainted with those wonders of architecture that have been the delight of all subsequent ages. The policy of Pericles is criticised by the author, who takes a different view of it from that taken by some writers. The story of Pericles, however, is one that may be read with profit by students of politics. It is told in a clear and direct way by the author, and the results of the latest research have been embodied. It is hardly necessary to again dwell on the beauty of these volumes so far as type, paper, and binding are concerned. The maps, headpieces, initials, portraits, and representations of ancient architecture and sculpture, in this volume will be admired by lovers of artistic books.

THE BEST LETTERS OF LADY MARY WORTLEY MONTAGU. Edited, with a dedicatory letter to Lady Montagu, by Octave Thanet. Chicago: A. C. McClurg & Co. 302 pp. \$1.00.

No more charming volume has been issued by this firm in the "Laurel Crowned Letters" series than these letters of Lady Montagu. Her beauty, wit, various talents, and opportunities for meeting noted people of her time, make her a very interesting literary figure. Moreover, she deserves grateful remembrance for introducing into Europe the practice of inoculation to prevent small-pox (which she had witnessed in Turkey), in spite of the protests of the clergy of that time against the impiety of thus "seeking to take events out of the hands of Providence." In selecting the letters the editor had in view, first, the literary attractiveness of the letters; secondly, the light they throw on Lady Mary's personality; thirdly, their value as free-hand pictures of the time. The "dedicatory letter" is bright and witty, a fitting accompaniment to so bright a book.

ELEMENTS OF TRIGONOMETRY. With logarithms and other tables. By Henry H. Ludlow, first lieutenant, Third Artillery, United States army, with the co-operation of Edgar W. Bass, professor of mathematics in the United States military academy. New York: John Wiley & Sons. \$3.00.

The collaboration of two authors of such high attainments as Lieut. Ludlow and Prof. Bass is sufficient assurance that the work has been well done. The requirements of the West Point academy have almost entirely determined the extent and detail of treatment. The usual chapter on the construction and use of trigonometric tables is omitted from the body of the work, and incorporated with the explanation of the tables. The spherical triangle proper is carefully distinguished from its trihedral angle at the center of the sphere. Under plane trigonometry we have measurement and estimation of angles, trigonometric functions of an angle, elementary relations of trigonometric functions, functions of two or more angles, trigonometric developments, solution of trigonometric equations, right plane triangles, and oblique plane triangles. Spherical trigonometry comprises right trihedrals and spherical triangles, and oblique trihedrals and spherical triangles. The logarithmic tables, to which considerable space has been devoted, have been prepared with great care, each logarithmic and trigonometric value being tabulated to the nearest half unit. Full explanations of the tables are given. A very useful feature of the work is a table of the squares and square roots of all integer numbers from 1 to 1,000.

THE SCIENCE OF FAIRY TALES. An inquiry into fairy mythology. By Edwin Sidney Hartland, fellow of the Society of Antiquaries. New York: Scribner and Welford. 372 pp. \$1.25.

The tendency of this age is to classify, to search for laws and principles; it is not strange then that there should be found a science relating to products of the fancy and imagination. The author's researches in the realm of fairyland have been wide and thorough; many nations have made contributions to his most interesting series of tales, which are compared with each other and conclusions drawn from them. Among the topics considered by the author are: The art of story telling, savage ideas, fairy births and human midwives, changelings, robberies in fairyland, the supernatural lapse of time in fairyland, swan-maidens, etc. Those who are inclined to look upon the tales of fairyland as the product merely of idle fancy, and scarcely worthy of consideration, will be surprised to find how great a place they have occupied in people's thoughts. Like the epic poem they are the product of a certain stage of development; from them we learn many things concerning the social and intellectual life of the people. This volume will be found one of the most attractive yet issued of the "Contemporary Science" series. For those who wish to pursue the subject further the list of works in the appendix, relating to customs, superstitions, etc., will be exceedingly valuable.

ENGLISH VERSIFICATION FOR THE USE OF STUDENTS. By Rev. James C. Parsons. Boston and New York: Leach, Shewell & Sanborn. 162 pp. 78 cents.

Insufficient time is given to the study of English verse, even in those schools where the subject is pursued. The knowledge most children acquire of verse is principally what they pick up in their reading, and is usually very fragmentary and inaccurate. We believe with the author that the practice of writing verse is the best preparation for writing good prose. He also maintains that the time would be well spent if the study of the subject did no more than develop the talent of those who have the gift of song. In this volume Part I is devoted to rhythm, meter, alliteration, quantity, tone-color, etc.; Part II., to the more usual forms of English verse, imitation of classical meters, foreign forms of verse, comic forms, and others. The author had two purposes in view in the preparation of this manual: first, study of the forms of verse; then, practice upon those forms. A great many valuable suggestions are given for practice, most of which the teacher will doubtless find available. An interesting feature is the portion relating to unusual forms of verse. The book will be in demand not only among teachers, but among others who are making study of English poetry.

MAGGIE BRADFORD'S SCHOOL-MATES. By Joanna H. Matthews. Illustrated by W. St. John Harper. New York: Frederick A. Stokes Co. 256 pp. \$1.25.

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JOHN WILEY & SONS have in preparation "Ordnance and Gunnery," by Capt. Henry Metcalfe, United States army.

LEE & SHEPARD have issued a cheap edition of James Freeman Clarke's story of the "Life and Times of Jesus." It belongs to the class of novels with "Ben-Hur" and "The Prince of the House of David."

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MAGAZINES.

Oscar Fay Adams contributes to the March *Wide Awake* a fully illustrated article on "Sainte Marie College of Wynnewood." The first of a series of six articles on "Our Government" is published in this number. Three prize competitions are offered to the young people, the conditions of which are fully explained in the magazine.

The March *New England Magazine*, 86 Federal street, Boston, contains a fine variety of interesting articles. Capt. Nathan Apleton gives some vivid reminiscences of the dark days of our country's history in "Harvard College during the War of the Rebellion," which is well supplemented by M. V. Morris's "Some Recollections of Slavery." By Former Slaveholder. A very timely subject is treated by George Herbert Stockbridge, "The Early History of Electricity in America." Katherine Lee Bates writes of "Success." Sarah Freeman Clarke of "The Indian Corn as Our National Plant" and William M. Salter of "The Problem of the Unemployed." J. F. Jameson, Ph.D., contributes the third of a series on "The History of Historical Writing in America."

In the *Political Science Quarterly* for March are found articles by several widely known writers, including "The Political Ideas of the Puritans," by Prof. H. L. Osgood, Columbia college;

"The Negro Problem," by Prof. Wm. C. Langdon; "Railroad Problems in the West," by Prof. A. G. Warner, Nebraska university; and "School-Book Legislation," by Prof. J. W. Jenks, Indiana university. All the most important publications in politics, economics, and public law are reviewed.

The *Annals of the American Academy of Political and Social Science* for January contains among other articles the following: "On the Conception of Sovereignty," by David G. Ritchie; "A Critique of Wagner's Theories," by Stuart Ward; and "Railroad Passenger Tariffs in Austria," by Jane J. Wetherell. We notice among the book reviews an extended one of John Fiske's "Civil Government in the United States."

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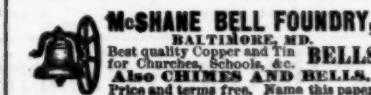
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NOTED PERSONS AND PLACES.

(In this column will be found facts concerning such noted people, cities, countries, mythological characters, etc., as are frequently mentioned in literature. These paragraphs, in which a great amount of useful information is condensed, will be of great value in the school-room.)

AMMON, a heathen god worshiped in ancient times in many countries. The Egyptians called him Amen-Ra (Ammon the Sun), the Greeks Zeus Ammon, and the Romans Jupiter Ammon. Ammon had a famous temple in Thebes, Egypt, and in the oasis of Ammonium in the Libyan desert. Alexander the Great visited the temple of Ammon in the desert, and afterward called himself the son of Ammon. The statues of the god were generally in the form of a ram, or of a man with a ram's head.

ANAXAGORAS, a celebrated Greek philosopher, born at Clazomenae, near Smyrna, in Ionia, about 500 B.C. He lived in Athens for thirty years, and had among his pupils Pericles, Socrates, and Euripides. He was among the first to teach that the sun is a mass of fiery matter and not a god, and that the moon does not shine by its own light. He also explained eclipses. For teaching these and other things which were then strange, he was banished for impiety, and died at Lampsacus, in Asia Minor, when seventy-two years old (428 B.C.). When on his deathbed, the magistrates of the town sent to ask what funeral honors he wished. "Give all the boys a play-day," he answered; and for several centuries the day of his death was kept as a holiday in all the schools of Lampsacus.

ANDORRA, a small republic in the Pyrenees mountains, between France and Spain; area 190 square miles, or about three times as large as the District of Columbia; population about 12,000. It is a valley surrounded by high mountains, and the people are mostly farmers and cattle-raisers. This little republic has been free ever since the time of Charles the Great, who gave the people the right to govern themselves because they helped him against the Moors.

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ANDERSEN, HANS CHRISTIAN, a famous Danish writer for young folks, born at Odense, in the island of Funen, April 2, 1805. His father was a poor shoemaker, who lived with his wife and Hans in one small room. He died when Hans was nine years old, and his mother, who had to do washing for their support, wanted Hans to be a tailor, but he had higher notions.

Hans studied at the preparatory school, and finally went through the university of Copenhagen. He had written when quite young a few poems which had been liked by some, but laughed at by others; but when about finishing his studies (1829) he published a book called "A Journey on foot to Amak," in which he made fun of everything, and which had a large sale. With the money which he got from this he made a journey through several parts of Denmark.

The king of Denmark now gave him money to travel, and he visited Germany, France, and Italy. He wrote some poems in France, and in Italy began his great novel, "The Improvisatore," which is a fine picture of scenery and manners in the south of Europe. He then wrote two more novels. These stories made Andersen a great reputation, and the government gave him an annual salary, which was continued until his death. Among his other books are "Fairy Tales," "Wonder Stories," "Picture Book without Pictures," "A Poet's Bazaar," "The Story of My Life," and "New Fairy Tales." His books have been translated into all the languages of Europe, and even Chinese, Japanese, and Hindostanee boys and girls read his stories.

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